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A DIFFERENTIATED UNIT OF INSTRUCTION
FOR A SECONDARY SOCIAL STUDIES CLASSROOM

A Project Report
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
of the Requirements for the Degree
Master of Education
Master Teacher

by
David Christopher Tempel

May 18, 2010

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CHAPTER I

BACKGROUND OF THE PROJECT

In many social studies classrooms, both nationally and locally across Washington State, educators teach content and material with methodologies in which they feel the most confident. The reasons are numerous: habit, tradition, naivety, societal factors, and the list goes on. Recently though, as a result of the No Child Left Behind Act (2002), educators have begun to focus on the whole group of learners within the classroom as the standards movement has come to dominate the educational landscape; that is, the amount of content covered is of greater importance rather than the quality of the instruction (Bravmann, 2004). Typically, this is accomplished using limited pedagogical strategies that meet the needs of most students to maximize instruction time, such as direct instruction (Pettig, 2000). However, teachers are also tasked with ensuring that all students learn, which can prove difficult considering students think and learn in different ways (Bravmann, 2004; Levy, 2008; Smith, 2008). As such, the push for high standards for all students is often misconstrued to mean one curriculum, instructional approach, or assessment method (Edyburn, 2004). The truth is that many students in modern educational settings learn in ways that are starkly contrasted to the traditional logical and linguistic methodologies, and thus require instruction and assessments that accurately reflect individual strengths and weaknesses in learning (Brualdi, 1998).

In addition to the push for greater accountability with regard to meeting educational standards, schools are faced with a challenging predicament as student populations diversify at an exponential rate: attending to individual student needs while

facing the scrutiny that accompanies standardized testing. This diversity, coupled with the push for standards, means that several at-risk student populations are bound to face difficulty in learning material and concepts within mainstream classrooms (Grant, 2003). Students from impoverished backgrounds, those from English as a second language homes, and those with developmental or specific learning disabilities will bear the most burden as standards dictate what is taught in classrooms (ibid). Further, diversity amongst students of different genders, cultural backgrounds, and experiential backgrounds also pose difficulties for teachers to generalize instruction across an entire class (*Differentiated*, n.d.). Therefore, a need has presented itself for teaching methods and styles that foster individual student growth, and celebrates the diversity of students.

Statement of the Problem

Anderson (2007) states that the purpose of schools should be to maximize the capabilities of all students. However, to meet this goal, educators must be willing to change teaching practices and allow the culture of the classroom to evolve with the students (Pettig, 2004). With this being said, many educators focus on the amount of material covered without any thought to each student's individual needs. The standards-based curriculum movement has dominated this aspect of education, allegedly ensuring that each child learns, at a time of great diversity in contemporary classrooms (Tomlinson, 2000).

Another aspect of this problem is that students learn through multiple intelligences. It is paramount to understand that all intelligences are equally important, and as such represent the vast diversity of students found in today's classrooms (Brualdi, 1998). While traditional education has focused on math and verbal intelligence, the truth

is that everyone learns differently (Bravmann, 2004). Differentiation provides a variety of ways for all students to feel affirmed, challenged, and successful, while attending to individual needs (George, 2005).

Within the scope of local education, the location of the school district plays heavily upon the demographics of the school. This particular district is located in the central part of Washington State and is home to a strong agricultural community, although diversification of occupations is transpiring. At the high school level, 664 students attend, of which 49.1% are male while 50.9% are female (Washington, 2009). Of the student body, white students comprise a majority of the population at 78.3%, with Hispanic students numbering 16.7% (ibid). African American, Pacific Islander, Asian American, and American Indian students also attend, with each group totaling 1.8%, 1.9%, 1.9%, and 0.9% of the total school population respectively (ibid). Within the school, 11.1% of students receive Special Education modifications and accommodations, and 37.8% of students are enrolled in the Free and Reduced Lunch Program (ibid). Additionally, a small number students in the minority are considered transitional bilingual (4.5%), as well as migrant (2%) (ibid). With the diversity that encompasses this school and the surrounding community, it has become apparent that the range of student academic needs are not being sufficiently met, as has been articulated in the most recent Adequate Yearly Progress findings conducted by the State of Washington Office of Superintendent of Public Instruction.

As for the demographics of the individual classrooms to which this study will be applied, males outnumber females twenty-five to twenty-one. Also, student ethnicities differ in both classes, as student backgrounds include White, Hispanic, Asian, Russian,

and Danish. Within these classrooms, current practices and methods in social studies tend to focus on direct, teacher-centered, whole-group instruction with little attention made to social, economic, or ethnic differences. While this method is an effective medium for presenting concepts, it caters to the learning styles of only a portion of the students. Meanwhile, the majority of students struggle with comprehending vast amounts of information that is presented in ways that is difficult to understand. Subsequently, a definite need has arisen for a revision of pedagogical methods at all levels of social studies curriculum, and the introduction of instructional strategies that foster student achievement and engagement through student-centered and individualized instruction.

Purpose of the Project

The purpose of this project is to create a differentiated unit of instruction for eleventh grade United States History students as a pilot for the creation of a differentiated curriculum in U.S. History. This unit will examine the relationship between instructional strategies utilized and the impact upon student achievement. This unit will systematically plan instruction that meets the needs of an academically diverse group of students by honoring each student's learning needs and maximizing each student's learning capacity (van Garderen & Whittaker, 2006).

Differentiated instruction requires teachers to be flexible in their approach to teaching by recognizing the varying background knowledge, language, learning preferences, and interests of students (Hall, 2002). For teachers to realize that students enter school at varying degrees of readiness, instruction can then be adapted to individual student needs (Anderson, 2007). In addition, research by Reis et al. (1998) has stated that

students in a system that provides identical learning opportunities for all will systematically be held back and their learning will stagnate.

Significance of the Project

Although differentiated instruction is not a new term, its importance has been lost in the contemporary classroom. When teachers feel they must cover minute details and concepts to teach to standards, inevitably a portion of the class will miss out because they are not being attended to (Hall, 2002). Similarly, teachers must strive to understand both their students and their subject matter intimately in order to help every student learn (Bravmann, 2004). Differentiated instruction allows teachers to alter content, instruction, and assessment to meet the needs of unique learners (George, 2005). Within this alteration, students now have multiple options for taking in information, making sense of ideas, and expressing what they learn (Cooper, n.d.).

This project, created for a heterogeneous inclusive social studies class, will enable students to learn curriculum at their own level of readiness, while completing learning objectives at their own pace and producing products that are relevant to their interests. This unit will get all students excited about learning social studies because it will make sense contextually within the scope of their lives.

Limitations of the Project

This unit is designed for an 11th grade social studies class with heterogeneous groups. Therefore, it may prove difficult to generalize this study across a curriculum or for homogeneously grouped students. Even though the intended goal of the project is to create units of instruction that are adaptable to many classroom situations, it is understood that not all concepts or procedures can be generalized in every situation. In

addition, the subjects are of a limited population from a moderately sized school in Central Washington, and as such may potentially skew the findings and/or their generalizability to larger populations.

Definition of Terms

The following section of definitions will assist the reader in understanding the educational terms used in this project.

Adequate Yearly Progress: “The measure by which schools, districts, and states are held accountable for student performance under Title I of the No Child Left Behind Act of 2001 (NCLB)” (Adequate, 2004).

Bloom’s Taxonomy: “An illustration, created by Benjamin Bloom and his colleagues in 1956, that shows the progression of learning through the cognitive domain. It is organized by what educators want their students to learn and know, arranged from least to more complex” (Huitt, 2004).

Culturally Responsive Teaching: “An approach to instruction that responds to the sociocultural context and seeks to integrate the cultural content of the learner in shaping an effective learning environment” (Santamaria, 2009).

Differentiated Instruction: “Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student’s growth and individual success by meeting each student where he or she is, and assisting in the learning process” (Hall, 2002).

Gifted and Talented: “those who show high performance capability in specific academic fields or in areas such as creativity and leadership, and who, to fully develop

their capabilities, require services or activities not ordinarily provided by the school” (Association for Supervision and Curriculum Development).

Inclusion: “The practice of educating all children in the same classroom, including children with physical, mental, and developmental disabilities. In a fully inclusive school or classroom, all of the children follow the same schedules; everyone is involved in the same field trips, extracurricular activities, and assemblies” (Association for Supervision and Curriculum Development).

Individualized Education Plan: “Students with certain special needs, as specified by the Individuals with Disabilities Education Act (IDEA), have a legal right to a special plan written by a multidisciplinary team” (Association for Supervision and Curriculum Development).

Instructional Strategies: “Instructional strategies determine the approach a teacher may take to achieve learning objectives.” (*Instructional Strategies Online*, 2008)

Mode: “A manner, way, or method of doing or acting” (Pickett, 2004).

Multicultural Education: “Schooling that helps students understand and relate to cultural, ethnic, and other diversity, including religion, language, gender, age, and socioeconomic, mental, and physical differences” (Association for Supervision and Curriculum Development).

Multiple Intelligences: “Multiple intelligences is a theory created by Howard Gardner that states humans learn in seven distinct ways. The first two, linguistic and logical-mathematical, are usually associated with traditional instruction. However, Gardner identifies five other intelligences humans use to learn: musical, bodily kinesthetic, spatial, interpersonal, and intrapersonal” (Smith, 2008).

No Child Left Behind Act (NCLB): “2002 version of the Elementary and Secondary Education Act that requires states to administer annual tests in math and reading for all students in grades 3 through 8; schools failing to produce sufficient improvements in student test scores will be subject to sanctions” (Association for Supervision and Curriculum Development).

Special Education: “Educational programs for students who, because they have a disability of some kind, require special instructional help to reach their potential” (Association for Supervision and Curriculum Development).

Standards-Based Education: “Teaching directed toward student mastery of defined standards. Now that nearly all states have adopted curriculum standards, teachers are expected to teach in such a way that students achieve the standards. Experts say this means that teachers must have a clear idea what each standard means, including how it can and will be assessed, and that teachers should monitor individual student achievement of each important standard” (Association for Supervision and Curriculum Development).

Project Overview

Chapter one discusses the need for differentiated instruction in the modern classroom as a response to the multiple intelligences and learning styles of the students. The problem is that most instruction is delivered via direct teaching strategies, thereby not meeting the needs of all students within the classroom. The purpose of this project is to create a differentiated unit for eleventh grade United States History students that will address multiple intelligences and learning styles to increase student achievement.

Chapter two reviews the literature, looking at the history of differentiated instruction, as well as presenting an understanding of how differentiated instruction operates. In addition, it also reviews the problems with differentiation, and the implications for use in an inclusive or multicultural setting. Chapter three describes the procedure, development, and implementation of the project. Chapter four includes a description of the project, the various activities, and assessments to be used. Chapter five discusses a summary of the project, as well as a conclusion of the findings, implications, and recommendations for future adaptability.

CHAPTER II

A CHRONOLOGICAL HISTORY OF DIFFERENTIATED INSTRUCTION

Within the last century, teachers have often contemplated how to teach to the different ability levels of students within a single classroom. The concern held by many educators is that not all students are alike (Hall, 2002), nor do students who are the same age share exactly the same learning styles, preferences, interests, or experiences (Tomlinson, 2000). As such, the instructional landscape of American education has shifted dramatically over the years as educators attempted to meet ever-changing student needs.

Progressive Education

In the early 1900s, instruction was a byproduct of the environment of public schooling in America (Spring, 2008). Most classrooms were seen as miniature factories and models of social efficiency, where standardization and uniformity of instruction was necessary to maintain the top-down power structure between teachers and students (Spring, 2008). As a result, instruction was heavily teacher-centered, relying on the teachers to cover ten or more subjects with the aid of non-uniform textbooks while maintaining discipline over forty-to-sixty students per class (Spring, 2008). Reformers of the day called for progressive overhaul of the system, including John Dewey, who advocated for a student-centered approach that would align the instruction to the needs of each individual student (Sherman, 2008). Dewey believed that properly constructed education should benefit society in some way (Dunn, 2005). In this way therefore, schools were seen as social institutions where the goal was to positively influence the

mental and emotional side of students so that they will be full participants in society. Moreover, Dewey believed that schools served several purposes, such as preparing young people for an active life, and providing structure and balance to an environment that was ever changing (ibid). Dewey's goal was to develop learners into a larger context or community, thereby assimilating the various cultures and enclaves into a cohesive group (ibid). To meet this end, Dewey proposed that the experiences of people shaped their outlook on life and social interaction (ibid). If students could share positive experiences, it was hoped that coexistence was therefore possible amongst a diverse group of people. Furthermore, experiences were intended to be learning tools as well, as new knowledge was to be built upon past knowledge and experience to allow the learner to bridge new concepts (ibid). These ideas are very similar to constructivism in the current educational landscape, where experiences help to construct a students' outlook on learning.

Another progressive reformer, Leta Stetter Hollingworth, created the first textbook for gifted children (National, 2008) as a response to talented and gifted (TAG) students who were not having their academic needs met sufficiently within single group instructional settings (Bravmann, 2004). As such, TAG students required instruction that adequately challenged them.

Institutional Reforms in Education

In addition to the reform efforts of individuals, local districts and cities undertook the challenge of reforming schools to benefit student learning. One such project was the Activity Program of New York City, begun in 1934, which emphasized collaboration between students and teachers to create meaningful learning contexts (Spring, 2008). Within this program, the focus of instruction shifted from teacher-centered to student-

centered, with an importance placed on the individual needs and interests of students (Spring, 2008). Instruction took many forms, including excursions, research, dramatization, and sharing amongst pupils (Spring, 2008), a stark change from the rigid and unchanging teacher-centered learning environment. Another project of note during this same time period was the project method employed by the public schools of Denver from 1920-1940 (Spring, 2008). Within this system, students demonstrated learning through the creation of individual and group products that supported a teacher-created curriculum (Spring, 2008), which gave students and teachers ownership of the learning environment. Although changes to instructional methods were slow, researchers and educators alike became acutely aware of the need for instructional strategies that adequately met student needs. Soon there after, researchers began to closely scrutinize early childhood development and learning to explain why students learn differently.

Individual Contributions to Differentiated Education

In 1946, the researcher E.A. Betts developed a theory known as differentiated guidance, which stated that constant evaluation of individual strengths and weaknesses allowed students to progress through the stages of development at a more rapid pace (Sherman, 2008). Betts' theory thereby allowed teachers to modify curriculum and instruction according to the development of each child. As society moved into the Cold War era beginning in the 1950s, competition with other world superpowers drove education and research. Many researchers began looking at how the brain functioned, and thereby how each person was influenced by a multitude of individual factors. In 1956, Bloom rationalized that learning was an active process (*Differentiate*, 2008), and created a taxonomy that classified information from less to more complex (Huitt, 2004).

By doing so, Bloom aligned learning objectives to meet needs of individual students. Similarly, in 1959, Hertzberg theorized that students had different motivational catalysts, and therefore would have a unique approach and reasoning for learning (Sherman, 2008).

Besides the cognitive development of children, other research has been conducted since 1980 that addresses the differences in learning styles amongst students. Research by Gardner in 1983 on the multiple intelligences (*Differentiate*, 2008), Sternberg in 1985 on learning profiles (Sherman, 2008), and Thorndike, Thurstone, and Guilford on varied types of intelligence (Tomlinson, 1999), have shown the range of student abilities that inhabit the modern classroom. In 1986, Madeline Will similarly published a study entitled, *Educating Students with Learning Problems: A Shared Responsibility*, which joined in the conversation concerning educating students with diverse learning needs in the same classroom (Nordlund, 2003). Contemporary researchers have even taken this idea one step further. Marzano has stated that in order for educators to meet the needs of today's students, a variety of instructional methodologies are required through the use of brain-based teaching (*Differentiate*, 2008). Similarly, Tomlinson, a leading proponent for the use of differentiated instruction, has stated that all learners can be challenged to meet learning standards at varied levels of difficulty according to their preferred learning modality (2000). Although these strategies have proven useful for some, still others contend that other strategies are needed to help students achieve. Therefore, many see the idea of differentiated instruction as an effective method to address the needs of all students in today's modern classroom (Cooper, n.d.).

Constructivism and Differentiation

In the time since Progressivism, researchers have begun to look for new and better ways to teach students utilizing methodologies that best suited each student. One such theory, constructivism, was founded as a reaction to behaviorism, and called for individuals to build and construct their own understanding of knowledge (Dunn, 2005). Constructivism called for students to abandon traditional methods of learning for modern strategies such as cooperative learning and age-appropriate discovery learning (ibid). The intention of these methods was to allow student learners to construct their own understanding of concepts through interaction of what they already know and previous experiences (ibid). In this situation, students are at the center of the instruction, and thereby build understanding on an individual level (Wilén, Hutchinson, and Bosse, 2008). Moreover, the implementation of such methods thereby permitted students to complete work in such a manner that coincided with their interests and capabilities.

Two noted educational theorists are connected with constructivism, Jean Piaget and Lev Vygotsky. Piaget advocated that learning occurred by integrating smaller concepts in larger ones by progressing through fixed stages (Dunn, 2005). As one progresses through the stages, Piaget maintained that learning occurs only when connected with experience and prior knowledge (ibid). Since students differ in prior knowledge and experience, it can be argued that student learning will be unique to each individual. Therefore, methods must be used that correspond with the experiences and understanding that students bring to the classroom.

Similarly, Vygotsky argued that learning occurs in the social context and that language determines what is learned and when (ibid). Further, Vygotsky posits that

instruction needs to be presented to students according to their level of perceived readiness (Sherman, 2008). Vygotsky also stated that significant gains could be made in student learning if the information was delivered slightly ahead of the student's skill level, known as the Zone of Proximal Development (*Differentiated*, n.d.; Hall, 2002). Although differences exist, both philosophers agree that learning is an active process that builds upon what is known to construct new knowledge and understanding. Proponents of differentiation contend that methods and strategies found in differentiated instruction coincide with constructivist thought as students are asked to build upon prior learning according to their learning preferences and styles.

Modern Research and Differentiated Instruction

For many educators in the present system, federal, state, and local standards drive instruction within the classroom. Students therefore must achieve certain standards regardless of differences, such as socioeconomic status, learning preference, disabilities, race, or ethnicity (Levy, 2008; Nordlund, 2003). Standards based teaching evolved to ensure that all children receive an equivalent level of instruction (Levy, 2008) as a result of public demand during the 1980s for future citizens to clearly understand necessary knowledge and skills (Wilens et al., 2008). This practice lends itself to a "one-size-fits-all" curriculum and instruction whereby educators focus on the group and the content presented rather than the needs of individual students (Bravmann, 2004). Further research conducted by Reis et al. (1998) states that all children need to learn and increase achievement; however, whole group instruction rarely offers the adaptations required to meet the needs of a diverse group of learners.

In order to serve the needs of all students, educators have begun to turn their attention to differentiated instruction (Levy, 2008). This method allows educators to meet the needs of the gifted students in the classroom (Hall, 2002), as well create learning environments that effectively accommodate the diversity typical of today's classrooms (George, 2005). Thereby, differentiated instruction represents a proactive approach to improving classroom learning for all students (Pettig, 2000). One such program that has met considerable success in the area of differentiated instruction is Project GLAD (Guided Language Acquisition Design), which originated in California in 1991 as an instructional model to promote English language acquisition (*Project*, 2010). The Project GLAD instructional model is designed to promote effective interactions amongst students and teachers with the use of practical strategies that account for student differences and interests (ibid). Moreover, the model utilizes active participation between students in processing content information, as well as on-going and formative assessments to provide educators with data on what was learned, how it was learned, and how it can be expressed by each student (ibid).

Another area of current research concerns the brain and determining what methodologies help the brain learn. Leading research in this area contends that the brain seeks meaningful patterns, and is most effective at retaining information that is organized around logical categories (Tomlinson, 1999). Moreover, the linkage of old knowledge with new knowledge has been shown to increase understanding, as has information that carries a deeper meaning for students, such as facts connected with personal experiences (ibid). Therefore, curriculum and lesson design must cultivate meaning making for

students (ibid), which is one argument that proponents of differentiated instruction adhere to.

Understanding Differentiated Instruction

For educators, the appeal of differentiated instruction is multifaceted. This instructional methodology is based upon best educational practices, and places the learner at the center of the teaching and learning (Wilén et al., 2008). Through acceptance of student differences in terms of modality, complexity, and interests, educators are able to proactively adjust curriculum to fit individual learning needs (Tomlinson, 1999). Further, with the use of empirical data and on-going assessment (Wilén et al.), it is possible for teachers to gauge comprehension and understanding to better serve student populations. Holding true to the notion that all students learn differently, differentiated instruction maintains that all students are capable of being held to high standards of work, just not the same standards (Tomlinson, 1999).

At the core of the concept, the basis of differentiated instruction lies in the flexibility of the teacher to tailor instruction to meet the needs of all students within the framework of the classroom. In this regard, teachers may modify curriculum and individualize instruction in systematic and creative ways (Bravmann, 2004). Educators utilizing differentiation must first focus upon the essential outcomes before modifications can be administered (Tomlinson, 1999). The intent of modification is to maximize each student's growth and individual success by assisting each student in the learning process at his/her present level of understanding (Hall, 2002). To achieve this end, teachers differentiate instruction through content, process, and product.

Content Differentiation

Content includes the standards and curriculum that is to be taught. The content and curriculum must be aligned with learning goals and objectives before modification of skills and concepts can occur (Hall, 2002). These goals direct teachers to focus on what is most important for the students to know as a foundation of learning (Cooper, n.d.). Content objectives include defining the facts students should come to know, the concepts and principles that are necessary for complete understanding, and the skills that students should be able to perform at the conclusion of the lesson (Tomlinson, 1999). Once the objectives are outlined, teachers are then able to vary the content individually without losing sight of the overall goal (Levy, 2008). One such way to modify content is to differentiate the offerings within the classroom. That is, to adjust the pacing and sophistication of lessons, the depth and complexity, and even to personalize content to individual learning styles and preferences (Bravmann, 2004).

Several key factors play a role in the differentiation of content within the classroom. Curriculum adjustments that are made should not simply be a watering down of the content (Wilén et al., 2008), but rather a systematic evaluative adjustment for each student that outlines the core concepts that students must master with complexity adjusted on an individual basis (Nordlund, 2003). Another point to bear in mind with content differentiation is that the material must attend to student needs. With this said, creating lessons and utilizing materials that are relevant to student interests and experiences will add depth to the learning (Tomlinson, 1999). Further, content expectations must be presented clearly to student learners as lack of clear objectives will limit the usefulness of the lesson and decrease the engagement of the students (ibid).

Process Differentiation

The second intervention that teachers can use to differentiate instruction is the process or method with which content is presented and utilized. To begin, educators must be aware of the intelligence and learning preferences of each student. Gardner describes intelligence as the capacity to solve problems or to fashion products that are valued in one or more cultural settings (Brualdi, 1998; Gardner & Hatch, 1989; Smith 2008). Therefore, teachers should structure the presentation of material in a style that engages most of all the intelligences (Brualdi, 1998). In essence, because of the vast difference in learning styles, it is near impossible for educators to teach each student using the same method. Therefore, differentiated instruction permits the teacher to provide learning activities that allows students choices of activities at levels of complexity that are most appropriate (Bravmann, 2004), such as direct instruction for challenged students and independent instruction for advanced or gifted students (Nordlund, 2003). In addition to learning styles, educators can also use grouping of students to promote brainstorming and peer collaboration (Pettig, 2000).

The learning process for each student can vary widely in a classroom or from class to class. Therefore, it is imperative that students are offered adequate opportunity to make sense of the content (Tomlinson, 1999). Since each student is unique in learning style and preference, it becomes necessary to vary instructional activities and strategies often throughout a lesson or unit (Nordlund, 2003). In order to assist the brain in making understanding out of the content presented, teachers must keep the range of instruction limited and focused. By concentrating on a single key understanding, students are able to link old knowledge with new learning to use newly acquired skills in making sense of

important ideas (Tomlinson, 1999). The enrichment activities utilized in the classroom, when paired with key skills, will enhance the understanding of essential ideas since there is a direct correlation between the skill and learning of the information (ibid). Activities and instructional adjustments can range from whole group instructional methods to small group discussion to individual daily adaptations and independent investigations (Wilen, Hutchinson, and Bosse, 2008).

Product Differentiation

The third intervention that can be utilized to foster student achievement through differentiation is the methods in which students demonstrate what they have learned (Anderson, 2007). While assessment can be used to measure instruction, it can also extend and guide the learning for individual students (Hall, 2002). Product differentiation gives students options to demonstrate what has been learned, and assists with enriching instruction into the realm of deep understanding (Tomlinson, 1999). Based upon student learning levels, teachers can modify products in terms of depth, amount, or independence of what will be created on an individual basis (Nordlund, 2003).

In order to be sure that each student is being taught at his/her level of understanding, pre-assessments are given and lead to functional and successful differentiation (Hall, 2002). Once student levels of understanding are analyzed, teachers can then design instruction that fits each individual's needs. As students progress through the content, on-going or formative assessments give teachers feedback on student learning, and direction for what future instruction (Levy, 2008). By appraising student progress throughout the instruction, teachers now have the data needed to create appropriately differentiated work for students (Bravmann, 2004). When the instruction

has culminated, summative assessments are given to gauge student learning and understanding. Methods of summative assessments must be as diverse as the learning types and allow for varying degrees of student expression (Hall, 2002; Levy, 2008).

Assessment Individualization with Differentiation

As important as product differentiation is within the scope of individualized instruction, so too is the individualization of the assessment criteria. According to The Center for Comprehensive School Reform and Improvement (2009), differentiated instruction rests on the principle that teachers must continually assess student achievement in direct relation to attainment of learning goals. Not only is the ideal of differentiated instruction and assessment to provide equivalent learning activities that cater to the students' strengths, but also to bring all students to the same learning objective (*Differentiated*, 2009). Since each student is creating a product that attends to a specific learning style, assessment methods and rubrics must reflect individual nuances of each student. While students must still achieve high standards of learning, accommodations and modifications can be made as the need arises.

Benefits to Differentiation

Educators who advocate for the use of differentiation point to numerous benefits and positive effects of the strategy upon student learning. At the core of the praise for differentiation is that teachers are able to address individual student differences within a classroom so that all students, regardless of skill level, are able to participate in meaningful work ("The Center for Comprehensive School Reform", 2009). With the deliberate act of modifying instruction and assignments, teachers can match academic abilities to student learning activities in mixed-ability classrooms (Johnson, 2009; Wilen,

et al., 2008), thereby creating positive learning situations for all students. For example, when students participate in equivalent learning activities that cater to learning strengths such as tiered activities, compacted assignments, or projects determined by student interest, the same ends are achieved despite different paths taken to arrive at the same learning objective (Johnson, 2009).

One way to illustrate the beneficial impact of differentiation upon student learning is to look at the effects of its implementation in current classrooms. In a study conducted by Danzi, Reul, and Smith (2008), a positive relationship was found between student choice in learning activities and classroom behaviors. Researchers allowed students to choose learning activities and tiered assignments that led to a common learning objective, namely because choice has been shown to increase levels of student thinking and performance (ibid). With the implementation of choice, researchers found that student enthusiasm towards learning increased, as well as the frequency of on-task behaviors (ibid). In another contemporary study, Kondor (2007) queried what impact differentiation would have upon student motivation in the classroom. Kondor posited that educators who plan curriculum that allows for student choice and utilize authentic assessments would increase intrinsic student motivation (ibid). At the conclusion of the study, student engagement and motivation increased according to student perceptions by twenty-two percent (ibid). When learning activities were chosen and completed according to the preferred learning style of the students, motivation increased thirty-two percent (ibid). As is apparent, differentiation can and has had positive impacts upon student learning and motivation.

Drawbacks with Differentiation

In spite of the immense accolades for differentiated instruction from researchers, some weaknesses do arise with the concept. Differentiation can be lofty and difficult to achieve across an entire curriculum. Indeed differentiation can prove to be very labor intensive, as large amounts of time, effort, and numerous resources are required to ensure smooth operation (*Differentiated*, n.d.). Instead, it is suggested that educators should start small, perhaps with a single content area or unit they are comfortable with (Hall, 2002; Pettig, 2000). In addition, teachers are instructed to utilize peers to develop ideas and interventions within a differentiated classroom (ibid). Further, burgeoning class sizes can hinder the effectiveness of differentiation in present classrooms (Hollowell, n.d.). With larger classes, management of multiple learning groups and varying student needs, it is imperative that class sizes remain relatively small (ibid).

Moreover, it may be difficult for some teachers to utilize because of lack of training in the area of differentiation or experience, as is often the case with preservice and beginning teachers (Reis et al., 1998). Similarly, the amount and types of learning resources needed to effectively utilize differentiated instruction can be vast and costly, which may prohibit some districts due to financial constraints (Hollowell, n.d.). Further still, it is preferable that administration and community members exhibit support for differentiation as it is sometimes viewed as a non-traditional method of teaching (ibid).

Still further, others contend that differentiation is a harkening to antiquated methods of categorizing students in the classroom. According to Diana Lawrence-Brown, differentiated instruction can lead to several problems for students if not

implemented properly (Wilén et al., 2008). Such consequences include a reproduction of tracking in classrooms whereby students are locked into a certain learning level and track of study (ibid). Other effects that educators must be attentive of is a limited focus upon the ability of learners by relying on single learning assessments, as well as a sense of overwhelming on the part of the teacher who must individualize instruction for each student (ibid).

Multicultural and Student Diversity Issues and Differentiation

As public education has grown in the United States, so to has the diversity of its' students. Today, teachers are faced with meeting the needs of every student within the inclusive learning environment; this is to say that now teachers must focus their efforts catering to the needs of not only the gifted students, but also those with learning and/or developmental disabilities, and those of diverse ethnic, racial, and socioeconomic backgrounds.

Attending to Special Education Differences with Differentiation

In 2004, the Individuals with Disabilities Education Improvement Act ensured that students with disabilities are to receive individualized education in the least restrictive environment (van Garderen and Whittaker, 2006). For some students, the LRE is the general education classroom, whereby students can enjoy success in academic performance and social interactions with peers (Salend and Duhaney, 1999; Savich, 2008; Hines and Johnston, 1997; Hines, 2001). Moreover, advocates of inclusion maintain that schools are social institutions that are based on meeting the needs of all learners (Salend and Duhaney, 1999). Through the use of differentiated instruction, teachers are building on student strengths, and aligning instructional strategies with

student learning styles (LDA Education Committee, 2004). According to Villa and Thousand (2003), teachers utilizing differentiated instruction with the general education classroom are able to accommodate student learning differences through the differentiation of content, process, and product, as well as lesson format and delivery (Udvari-Solner, 1995). Additionally, students of all ability levels can enjoy modifications such as multi-tiered curriculum and alternate activities that enhance learning opportunities (Villa and Thousand, 2003). Dowdy et al. (2001) further stipulates that instructional flexibility and an arsenal of instructional techniques to meet student needs are critical components to successful differentiation.

Attending to Cultural Learning Differences with Differentiation

In addition to the wide array of student needs within classrooms, teachers must also respect the multicultural differences that are inherent to most inclusive classrooms. While educators have recognized the positive effect on student achievement when students learn in culturally relevant manners, there has also been widespread concern about the underachievement of minorities in public education (van Garderen and Whittaker, 2006). According to the Multi-Ethnic Think Tank (2002), student populations are growing more diverse while teachers and curriculum remain largely Eurocentric. In Washington State from 1986-2001, minority student populations increased nearly 40%, while the teaching force remained nearly 93% Caucasian (ibid). With this divide between students and teachers widening, the gap between student achievement of whites and minorities has been growing ever larger as well. A leading reason for this gap is the inequitable access to demanding and rigorous curriculum, as well as the lack of accountability of high learning standards for minorities (Bailey & Dziko, 2008; Contreras

& Stritikus, 2008). Since each cultural group has different learning styles and cultural characteristics, a single curriculum and pedagogy is insufficient.

Although not true for all students, cultural characteristics play heavily upon learning in contemporary classrooms. While African American students tend to be kinesthetic, oral learners who enjoy cooperation and direct instruction, Asian American students often learn introspectively and prefer indirect or individualized learning (Woodcock, 2009). Similarly, while Native American learners value cooperation paired with incorporation of life values and history, Latino American students may prefer to establish personal relationships before cooperative learning can occur (ibid). In essence, with a myriad of student differences in learning style and cultural characteristics present in the classroom, educators must find teaching strategies that include multicultural instruction.

Therefore, educators have become more attune to what multicultural instruction means in the classroom. Essentially, the goal of multicultural education is to allow students to acquire knowledge, attitudes, and skills they need to succeed in an ethnically and racially diverse nation and world (van Garderen and Whittaker, 2006). When students are exposed to culturally relevant content, or experience equity in the pedagogy utilized during the process, it is because of differentiated instruction (ibid). Differentiation allows teachers to view their classrooms through cultural filters of their students (ibid).

Culturally Responsive Pedagogy

With further regard to multicultural education, James A. Banks (2009) has stated that modern education must attend to several dimensions of multicultural education in

order to effectively attend to student needs. Along with content integration of culturally relevant topics, Banks posits that knowledge construction from a transformative approach when coupled with culturally equitable pedagogical strategies will produce an outcome of positive student achievement for students of diverse backgrounds (ibid). Differentiated instruction allows for individual students to use student centered learning strategies to build knowledge by using strengths that are unique from other students (Hune & Takeuchi, 2008; Pavel, et al., 2008; Santamaria, 2009).

The use of culturally responsive teaching (CRT), while closely linked to differentiation, has shown positive results upon student achievement, and the linkage of both strategies has been beneficial to students who have traditionally been marginalized in education. Applying CRT to modern classrooms means that students are being empowered not only intellectually, but also socially, emotionally, and politically (Santamaria, 2009). Further, the addition of culturally responsive curricula adds value to mainstream education, thereby allowing students to draw upon background experiences, past learning, and family history to make connections to content (Bailey & Dziko, 2008; Hune & Takeuchi, 2008; Contreras & Stritikus, 2008; Pavel, et al., 2008). Since each student brings different knowledge and experiences to the classroom, as well as different levels of academic readiness, differentiated instruction when used in conjunction with culturally responsive teaching methods can address the issue of student differences, and provide students with equitable learning opportunities (Santamaria, 2009).

Summary and Conclusion

As it has long been known, the array of learning styles and student diversity is vast with today's classrooms. From multiple intelligences (Brualdi, 1998; Smith, 2008;

Gardner & Hatch, 1989) to special education differences (Van Garderen & Whittaker, 2006; Hines, 2001) to the impact of culture upon learning (Bailey & Dziko, 2008; Hune & Takeuchi, 2008; Contreras & Stritikus, 2008; Pavel, et al., 2008; Santamaria, 2009), the challenges of the modern classroom have never been greater. Although there is not an absolute method for alleviating these ails, research points to a methodology that has shown promise in reaching all students. The concept of differentiated instruction stems from beliefs about differences among student learners, how students learn, differences in learning preference, and individual interests (Anderson, 2007). Since students are incredibly diverse with different starting points, differentiation responds to the learning differences rather than forcing students to adapt to curriculum and instruction (*Differentiated*, n.d.). The result is teaching and learning that is tailored to student needs, and is aligned with education standards thereby ensuring that all students are moving towards proficiency and understanding (Anderson, 2007). To meet this end, teachers can modify student learning in three ways, through content, process, and product (Hall, 2002).

Research on the subject of differentiation has shown positive correlations to student motivation and learning (Danzi, 2008; Kondor, 2007). Further, the benefits of differentiated instruction have been articulated in the realm of culturally responsive teaching (Santamaria, 2009).

CHAPTER III

BACKGROUND OF THE PROJECT

Students in the modern education environment arrive at school with differing levels of understanding, experience in learning, and skills. Since each child is unique with differing learning styles and preferences (Anderson, 2007), it is imperative that curriculum and instruction must be differentiated to attend to varying student needs. This unit is intended to facilitate the transmission of social studies content to students with the use of various instructional strategies that engage numerous learning styles, and in such a way that content, process, and product are differentiated for all students. The emphasis in this unit is individual and cooperative learning in heterogeneous groupings, whereby students attain conceptual understanding of content at individual levels of understanding and readiness.

Project Development

This premise for this unit was derived from several self-evaluative and departmental collaboration discussions on the topic of student achievement in relation to usage of instructional strategies in social studies classrooms. At the time, the use of various instructional strategies was limited, and therefore a percentage of the student population was not having their learning needs met. After attending an instructional strategy in-service, it was decided to formulate a unit that incorporated numerous instructional strategies that attended to as many learning styles present in the classroom as possible. Additionally, the end project was also differentiated based upon student choice, so that each student could demonstrate competency in the subject area in a

manner that was comfortable and best suited their learning style. Moreover, the project was designed in accordance to the Essential Academic Learning Requirements (EALRS) and Grade-Level Expectations (GLES) for Washington State.

Project Implementation

The unit was presented to two heterogeneous mainstream United States History classes, both of which contain eleventh grade students, over a time period of five weeks. Each week contained approximately 240 minutes of instruction time, with accommodations made for state standardized testing and school events. The topic for the unit was the Cold War, and was chosen because of where the unit fell in the scope and sequence of the curriculum during the school year. The instructional methodologies used in this unit include several Guided Language Acquisition Design (GLAD) strategies for individual learning, as well as cooperative learning and discussion activities. These activities were specifically chosen to facilitate student dialogue and use of high-level academic vocabulary in conversation, as well as provide students with tangible content information in such a manner that best coincides with their preferred learning modality.

CHAPTER IV

DESCRIPTION OF THE PROJECT

Today's classrooms are becoming more academically diverse in most regions of the United States, in areas such as gender, ethnicity, and learning style (*Differentiated, n.d.*). With such differences abounding in schools, it can prove difficult for any teacher to effectively attend to the needs of all students. However, differentiated instruction can help teachers take a proactive approach in tackling student learning challenges within the classroom (Danzi, et al, 2008). By focusing on each student's preferred mode of learning or thinking, as well as student interests, educators can promote increased achievement and engagement amongst students (*Differentiated, n.d.*). At the core of differentiated instruction are the concepts of choice, flexibility and creativity in how content is presented, processed, and assessed (Anderson, 2007). Thereby, educators can utilize instructional approaches that are varied and adapted in relation to individual and diverse student needs (Hall, 2002). This unit has been created to assist any social studies teacher introduce academic concepts in a variety of ways to students of all academic ability levels. The strategies utilized can be transferred to any topic area within the social studies realm, and across any curriculum area with modification.

The unit discusses various aspects and impacts of the Cold War upon the United States and other nations around the world. Initially, students were introduced to the concepts of competition and ideological alignment in relation to two nations competing for hearts and minds of developing nations globally. As students became familiar with how and where nations compete, through the introduction of world map and timeline

charts as well as competition pictorials and big books, students were asked to discuss and elaborate within heterogeneous groupings the impacts of the competition upon each nation's citizenry. The discussion amongst group members of differing levels of academic understanding enabled higher students to assist lower students and English Language Learners in comprehending the information. Further, students utilized learning logs to record new understandings in their own words and at their own level of comprehension for an on-going assessment. Other student activities included experiential learning activities and reenactments, group simulations and decision-making scenarios, individual student processing of charts and pictorials, and oral recitation of key vocabulary words and concepts. Additionally, several video clips and film segments were utilized to give students another perspective of the activities of the Cold War. Each activity was specifically designed to enable students of any and all ability levels to successfully make learning connections. Regardless of group interaction or individualized work, the tasks outlined in the unit help to foster academic dialogue and understanding for all students within the realm of their preferred learning style.

With regard to the final project, students are asked to employ their understanding of the Containment Policy, as presented throughout the unit, and speak to the policy's effectiveness during the Cold War. Students were asked to provide reasons for support of their position, as well as provide analysis upon the reasoning for enacting the policy from a variety of perspectives. Lastly, students were directed to discuss the policy in terms of effects upon stakeholders in the United States, in addition to the costs and benefits provided to other nations globally as a result of the policy. This project is aligned with the Classroom Based Assessment model for eleventh grade Social Studies students on

United States Foreign Policy as outlined by the Office of Superintendent of Public Instruction for Washington State. To demonstrate comprehension of learning on the Cold War, students were provided with a menu of options on what form their project will take, which accounted for the learning styles of students within the class. For instance, the majority of students may write an essay on the topic, while gifted students may choose to create a multimedia presentation. Still, academically challenged students or ELL students may decide that a shorter version of the essay or pictorial representation of understanding may better suit their learning style. Regardless of the type of project, students will still be held to high academic standards in all respects. Providing choices for the type of project to demonstrate mastery of the content will allow students to express their understanding of the material on the Cold War individually according to their personal interests and learning modality.

CHAPTER V

SUMMARY

This unit of instruction is designed around the event of the Cold War, and is intended for implementation in an eleventh grade United States History classroom. Topics discussed throughout the unit revolve around the ideological differences of the world superpowers at the time, and those differences in culture and politics led to competition in various aspects of life, as well as national policies directed to hamper the spread of these ideas around the world. In the end, students were asked to provide an analysis of the effectiveness of the Containment Policy towards Communism throughout the Cold War. Students were able to choose a final project from a menu of options to create a product that meshed with their interests in the subject, and their preferred method of learning. This product satisfies the Washington State CBA requirement for eleventh grade Social Studies students.

Conclusion

At the conclusion of this project, local Social Studies teachers will have a unit of instruction to glean from that utilizes high-engagement activities and student collaboration as they create their own differentiated units of instruction. The unit is aligned with the Washington State EALRs and GLEs for eleventh grade, but the skills and activities that are used are fully transferable to any grade level or subject area. The goal of this unit is to create a working unit model that can be adapted for other topics within the Social Studies arena that will bring continuity and consistency for student

learners throughout the school year, and provide individualized learning opportunities for all students.

Upon completion of the unit, several inferences were drawn from both student and personal reflections. With regard to anecdotal comments from students, many expressed reluctance at the beginning of the unit. Some thoughts included indifference towards the use of new strategies, while others were resistant to teaching that could be considered elementary or beneath their learning level. Despite the resistance to the unit and its unique strategies at the outset, it was dramatic to witness the change in most students' attitudes as the unit progressed. By the end of the unit, students were actually requesting to continue with the learning strategies that were utilized. Much to their dismay, amazingly enough, our class returned to more traditional methods of teaching when we began the next unit, partially due to the amount of planning required to execute a fully differentiated unit was simply not available at the time. Moreover, the positive reactions were unexpected to say the least, and the instructor was therefore unprepared for the outpouring of support from the student body. It was amusing to hear the students complain of having to use traditional methods of learning, even though they had once despised the new strategies and desired the old, comfortable strategies.

In addition to the student responses to the unit, personal reflections of the unit were also positive overall. The unit went about as smoothly as one could hope with very few bumps along the way. It was gratifying to hear the students speak positively of the unit and the strategies used even though some can be considered unorthodox at the secondary level. Furthermore, the amount of planning and research that this unit required revealed the vast array of strategies that are available to educators. Despite the comfort

that accompanies tried and true lessons and strategies, the experimentation with new ideas and tactics can prove very beneficial and rewarding as one learns new facts about student learning within the classroom. A key point that is embraced from this process is that although students may grow and mature in age, often the strategies that were effective at the elementary levels are still effective at the secondary level. Students want to have fun when learning, especially in content areas that are less exciting than most, such as history. The positive reactions from this experience will warrant the creation and implementation of further differentiated units in this class, with expansion in the coming years to all social studies classes across the curriculum.

Implications

This unit as part of a differentiated curriculum contains implications for teachers and students alike. Within this specific model, there is less “paper and pencil” time, or what some might call traditional instructional methods. Students in this model may not feel challenged, especially upper end and gifted students, or that this type of learning is beneath them since it incorporates several elementary learning strategies. In these cases, the curriculum must be carefully examined and adapted to provide these upper learners with the necessary supports for their learning. Similarly, the introduction of this unit to the students late in the school year lends to an attitude of rigidity as students, entrenched and comfortable with current teaching and learning styles, are asked to adapt to new and foreign strategies that may seem inappropriate for the age of secondary students. If the unit were presented as a part of the teacher’s style for teaching and managing the classroom from the beginning of the year, students would have ample opportunity to adapt to the learning environment and expectations of the classroom.

Another implication is that for true and accurate differentiation to occur, a formal student skill inventory should be completed so that each student's learning style and preference is taken into account with each activity throughout all units of instruction. With accurate data on the needs of the student population within a given classroom, the educator utilizing these teaching strategies would be able to effectively tailor learning activities and assessments to the specific needs of the students. Within the context of this unit, the use of heterogeneous groupings enabled auditory and verbal learners to converse with peers to gain clearer understanding of the material. This academic discourse amongst peers is imperative for ELL students, as well as students who struggle academically, in forming their own connections to the material.

Recommendations

Recommendations for this unit would be to modify several activities to increase the engagement of the students. A small number of strategies were not implemented effectively, and student attentiveness suffered. In order for modifications to occur, student remarks and anecdotes must be heeded and taken constructively to improve instruction for not only this unit next year, but also for future units this school year. Another recommendation would be to build upon the successes of the unit as future units are developed. For instance, the heterogeneous groupings were key to the success of all students, especially those who traditionally have struggled academically. These groupings will be utilized in all classes immediately, as peer interaction can be a tremendous supplement for student understanding.

It is also recommended to use peer collaboration amongst fellow educators to build cohesive units of instruction that are differentiated throughout the school year in all

Social Studies areas. This partnership will produce continuity across the curriculum for all students regardless of teacher, and will foster creative thinking and collegial conversation between educators. Further, the development of differentiated units for all content areas will provide students with learning opportunities that are aligned with each individual's specific learning needs to ensure that all students leave our care with a solid understanding of concepts and ideas that will serve their interests in the future.

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APPENDIXES

Appendix A

11th Grade United States History Differentiated Unit:

The Cold War and the United States

By

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Ephrata High School

May 2010

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SECTION 1

11th Grade U.S. History Differentiated Unit Plan:

The Cold War and the United States – Statement of Introduction

This unit was created for the expressed purpose of instructing eleventh grade United States History students in a mainstream setting. With so many variables in the classroom, such as experience, learning style, ability, motivation, etc., differentiation seemed most logical. This unit has been differentiated in content, process, and product, with attention paid to serving all student needs. In terms of content presentation, a myriad of strategies have been utilized to meet numerous learning styles. As for processing and product, student choice and expression was implemented to allow students an opportunity to demonstrate what was learned at individual levels of understanding and comprehension. While this unit is by no means ideal, it is a worthwhile starting point for educators who are attempting to delve into the realm of differentiation.

Within this unit plan, educators are presented with all necessary tools, save images, to teach a differentiated unit on the United States' involvement in the Cold War. Unit standards and learning targets have been articulated in section two. A recommended unit scope and sequence is provided in section three. Unit lesson plans and accompanying handouts and materials are contained in section four. Also, a short list of utilized references and sources is found at the end of this unit. It should be pointed out that much of the factual data and information for this unit has been accumulated over time and is part of the instructor's file system. However, this unit can be adapted from

any textbook or file. The primary texts used for this unit are *American Nation*, published by Holt, Rinehart, and Winston, and *America: A Narrative History* (6th brief edition), published W.W. Norton & Company.

SECTION 2

11th Grade U.S. History Differentiated Unit Plan:

The Cold War and the United States

Enduring Understanding:

1. The important thing about the Cold War is that differing ideologies of nations brought about competition in many aspects of life.

Essential Questions:

1. How did the policy of Containment influence United States foreign policy during the Cold War?
2. What forms of competition did the United States and Soviet Union engage in during the Cold War?
3. How did the Cold War affect life for citizens in the United States and around the world?

Washington State Essential Academic Learning Requirements (EALRs):

- Civics 1.3.1: Analyze and evaluate the causes and effects of U.S. foreign policy on people in the United States and the world in the past or present.
- Economics 2.2.1: Understands that nations have competing philosophies about how best to produce, distribute, and consume goods, services, and resources.
- Geography 3.2.2: Analyzes cultural interactions.
- History 4.1.2: Understands how themes and developments help to define eras in United States history.

- History 4.2.3: Analyzes and evaluates how technology and ideas have shaped United States history.
- History 4.3.2: Analyzes multiple causes of events in United States history, distinguishing between proximate, and long-term causal factors.
- Social Studies Skills 5.1.1: Analyzes the underlying assumptions of positions on an issue or event.
- Social Studies Skills 5.1.2: Evaluates the depth of a position on an issue or event

SECTION 3

11th Grade United States History Differentiated Unit Plan:

The Cold War Unit and the United States - Scope and Sequence

Day 1: Unit Introduction

- Introduce Power Standards
- Cognitive Content Dictionary Word – Ideology
- Wall Observation Charts with relevant pictures and realia
- Class Inquiry Chart – KWL

Day 2: Social Skills T-Graph

- Group trait that will be worked on throughout unit: Cooperation

Day 3: Cold War Big Book Presentation

- Cognitive Content Dictionary Word – Communism
- Cold War Big Book Presentation – via PowerPoint Presentation
- Learning Log Entry

Day 4: Cold War World Map Input – Hot Spots and Alliances

- Cognitive Content Dictionary Word – Democracy
- Draw Cold War World Map with color coding

Day 5: Cold War Timeline Input – Events of the Cold War

- Finish Cold War World Map
- Draw Cold War Timeline with color coding

Day 6: Review World Map and Timeline

- Student processing of map and timeline with Picture File Cards

- Learning Log Entry

Day 7: Cold War Comparative Pictorial

- Cognitive Content Dictionary Word – Competition
- Draw Cold War Comparative Pictorial
 - Topics: Space Race, Atomic Weapons Race, and Espionage
- Learning Log Entry

Day 8: McCarthyism and Red Scare Experiential Activity

- Dot Game

Day 9: McCarthyism Lecture

- Show video clip from *The Cold War: The Threats*
- Present lecture on Sen. Joseph McCarthy and Red Scare

Day 10: Civil Defense in the United States

- Show video clips from *Target You!*
- Class and group discussion of Civil Defense

Day 11: Cuban Missile Crisis

- Group Experiential Activity – “Cuban Missile Crisis: You Make the Call”

Day 12: Cuban Missile Crisis

- Finish Group Experiential Activity – “Cuban Missile Crisis: You Make the Call”
- Begin watching *Thirteen Days*, and answer guided film questions on the crisis

Days 13 – 15: Cuban Missile Crisis

- Watch *Thirteen Days*, and answer guided film questions on the crisis

Day 16: Group Process Time

- Collaborative group work to process and recreate the Cold War World Map, Timeline, and Comparative Pictorial

Day 17: Class Review of Topics

- Finish processing of World Map, Timeline, and Comparative Pictorial
- Class choral recitation of the Cold War Big Book
- Graffiti Walls Group Activity

Day 18: Class Review of Topics

- Class Jeopardy Review Game
 - Use graffiti walls for topics and questions

Day 19: Introduce Group and Individual Unit Project

- Discuss Washington State Classroom Based Assessment on U.S. Foreign Policy
- Discuss group responsibilities, and individual expectations for project

Days 20 – 25: In-class time to research and create final project

SECTION 4

11th Grade United States History Differentiated Unit Plan:

Individual Lesson Plans

Title: Cold War Introduction (Day 1)

Grade Level: 11th Grade

Subject: United States History

Objectives: The student will be able to:

1. Recite and understand the class Power Standards for the unit.
2. Describe what is previously understood about the Cold War, and articulate what is desired to know about the Cold War.

Procedures:

- **3 min:** Daily classroom procedures
 - i. Students are placed in heterogeneous groups for this unit. Each group is given the name of leader or important individual from the Cold War to promote group unity and identity. The names used for this unit are:
 - Kennedy
 - Truman
 - Eisenhower
 - McCarthy
 - Mao
 - Khrushchev
 - Tito
- **5 min:** Introduce classroom power standards for the unit.
 - i. These standards govern the learning environment throughout the unit. They are to Solve Problems, Show Respect, and Make Good Decisions.
 - ii. Students will touch their fingers as they recite the standards to enhance metacognition and promote brain imprinting.
- **10 min:** Introduce the first Cognitive Content Dictionary word for the unit - *Ideology*
 - i. Students are asked who has heard or not heard the word; results are recorded.
 - ii. Groups are asked to produce a predicted meaning for the word based upon contextual clues embedded within the word or prior knowledge. Groups provide an answer via group spokesperson, chosen at random with a dice. Groups must ensure that each member is prepared to answer.
 - iii. A final meaning will be produced the following class period.

- **15 min:** Student examination and processing of Observation Charts
 - i. Observations Charts are created to elicit student responses and prior knowledge on the Cold War
 - Six to eight photographs, printed in color if possible, are placed on colored butcher paper. These charts are placed around the room along with an 11x17" sheet of paper for student responses. Although untitled, these charts provide a powerful medium for students to express what they know of the Cold War
 - Topics for the unit observation charts are:
 - Civil Defense
 - Atomic Weapons
 - Cold War Life
 - The Space Race
 - Espionage
 - The Red Scare
 - Berlin Wall and Crisis
 - Photographs for the Observations Charts are procured via Google Images or from texts with color pictures. Color photographs and realia work best to elicit student responses due to the realness of the photograph.
 - ii. Students are to travel around the room in pairs from their groupings with one writing utensil, and write responses, feelings, and prior understandings on the different topics.
- **10 min:** Student creation of Class Inquiry Chart
 - i. Students will return to their groups and discuss what was examined on the Observation Charts.
 - ii. Each group will be asked to provide one fact or piece of prior knowledge that they know about the Cold War, with the answer coming from a randomly selected member of the group.
 - iii. A member of each group will then provide one question for the class upon a topic of the Cold War that they want to know more about. Once again, via random selection.
 - iv. The teacher will record the group responses on a sheet of white butcher paper to hang in the classroom for the duration of the unit. Each column should be written in a different color for metacognition and brain imprinting (ie: Blue for "What did you know?", and Red for "What do you want to know?").
- **2 min:** Closure Activity
 - i. Oral class review of the Inquiry Chart and Power Standards.

Materials: Observation Charts, butcher paper for Class Inquiry Chart and CCD Chart
(Optional: Electronic Copy of CCD Template, LCD Projector.

COGNITIVE CONTENT DICTIONARY

<u>New Word</u> H – Heard it before NH – Never heard it before	<u>Prediction</u> (clues)	<u>Final Meaning:</u> Example, Primary Language or Sketch (How did I find out?)	How I Would Use It (Sentence)

Title: Social Skills Investigation (Day 2)

Grade Level: 11th Grade

Subject: United States History

Objectives: The student will be able to:

1. Articulate what cooperation looks and sounds like while groups are working collaboratively.

Procedures:

- **3 min:** Daily Classroom Procedures
- **10 min:** Review of Class Power Standards (oral and kinesthetic involvement), as well as CCD word – *Ideology* – and discussion of possible final meanings.
 - i. Groups will use time to deliberate on final meaning of CCD word using contextual clues from the Observation Charts and Inquiry Chart.
- **5 min:** Introduction to group social skill that will be emphasized for the unit. The social skill is intended to formulate a classroom environment that is cohesive and full of positive peer interaction.
 - i. The social skill for this unit is Cooperation. The rationale for choosing this skill is that since this is the first time a differentiated unit has been used, students may not be accustomed to group interactions. The choosing of the skill to be worked on is completely arbitrary on the part the teacher.
- **20 min:** Group and whole-class discussions on the meaning of Cooperation, what it looks like, and what it sounds like.
 - i. Groups are asked to collectively arrive at a single meaning for the word Cooperation. Each group will elicit a response when directed to by the teacher, once again at random.
 - ii. Once the word is defined in the students' terms, groups set out to determine what one would see if cooperation amongst group members was taking place. Each group will elicit a response.
 - iii. Lastly, groups will determine what cooperation sounds like when heard in the classroom. Each group will once again provide a response.
 - iv. Responses are recorded on a yellow sheet of butcher paper, with a mind map at the top for definitions of Cooperation. Characteristics of what Cooperation looks like and sounds like are written below in a T-Graph.
- **7 min:** Closure Activity
 - i. Students will review and recite within their groupings what was learned today, and what was decided on in terms of the social skill cooperation.

Materials: Yellow butcher paper for recording the class Social Skills T-Graph

Title: Cold War Big Book Presentation (Day 3)

Grade Level: 11th Grade

Subject: United States History

Objectives: The student will be able to:

1. Understand the meaning of the term, *Ideology*.
2. Describe reasons and consequences of the Cold War.

Procedures:

- **3 min:** Daily Classroom Procedures
- **7 min:** Cognitive Content Dictionary Entry – *Communism*
 - i. Students will determine the final meaning for the word, *Ideology*, and will begin working on the meaning of *Communism*.
 - ii. Students are asked who has heard or not heard the word; results are recorded.
 - iii. Groups are asked to produce a predicted meaning for the word based upon contextual clues embedded within the word or prior knowledge.
- **20 min:** Cold War Big Book Presentation
 - i. A PowerPoint presentation of key Cold War ideas and concepts is presented to the students.
 - ii. This Big Book presentation includes information on:
 - Ideologies of the United States and the Soviet Union
 - Values and Principles
 - Competition
 - Space Race, Atomic Weapons, Alliances, Espionage
 - iii. The premise of the Big Book is to provide students with a narrative of the current topic as an overview with pictures embedded to form connections between word and image. Images and animations are placed in the presentation at the discretion of the instructor, and images are obtained via Google Images.
 - iv. The teacher orally presents this PowerPoint the first time, then reads it aloud with the students the second time around. Students are hearing, reading, and speaking the information.
- **12 min:** Students are to write in a Learning Log about what has been learned over the first three days of the unit. Any input is valid from the students within the learning log. It is intended to allow students to process and articulate meaning in an individualized manner at each student's level of understanding and comprehension.
- **3 min:** Students are asked to share one fact that was learned during the PowerPoint with their group peers.

Materials: Cold War Big Book PowerPoint, LCD Projector, Class CCD Chart

Please note:

This content has been redacted due to copyright concerns.

Appendix A: Slides on page 60 through page 67 have been redacted.

Title: Cold War World Map – Hot Spots and Alliances (Day 4)

Grade Level: 11th Grade

Subject: United States History

Objectives: The students will be able to:

1. Identify areas of the world that were in conflict during the Cold War.
2. Describe the competing alliances of the Cold War.

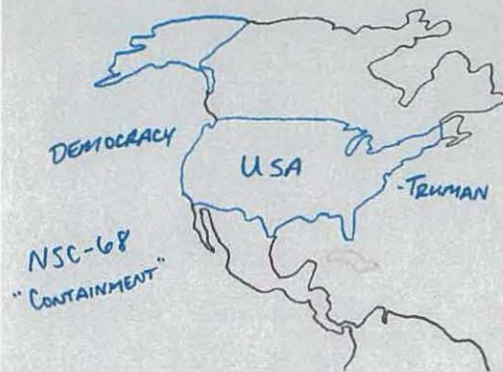
Procedures:

- **3 min:** Daily Classroom Procedures
- **7 min:** Review Power Standards, and introduce CCD Word – *Democracy*
 - i. Oral and kinesthetic recitation of the power standards increases memorization.
 - ii. Students will determine the final meaning for the word, *Communism*, and will begin working on the meaning of *Democracy*.
 - iii. Students are asked who has heard or not heard the word; results are recorded.
 - iv. Groups are asked to produce a predicted meaning for the word based upon contextual clues embedded within the word or prior knowledge.
- **30 min:** Students are presented with the Cold War World Map. Map will be displayed in the room for the duration of the unit.
 - i. The teacher prior to class sketches the map lightly on a large sheet of butcher paper. As the teacher verbally presents the information about where in the world the Cold War took place, s/he traces the sketch marks with colored markers. The intent is to create a color-coded map for the students to refer to throughout the unit.
 - ii. The presentation of information is broken down into three areas: The world overview, the division of Europe and Berlin, and the listing of events and dates.
 - During the world overview, the broad picture of the United States, Europe, and Asia are drawn with the United States colored in blue, and the Soviet Union in red. These colors will be used throughout the unit to aid with color chunking for the student learners.
 - After eight minutes of instruction on the state of the world in 1945 and the presence of two world superpowers, a two-minute break is taken for students to discuss amongst their groups what was presented, and what if anything is a new concept they learned.
 - As the presentation continues, students are told of the division of Europe and Berlin following World War II. A smaller inset map is traced in a corner of the sheet, and the NATO and WARSAW PACT nations are colored blue and red, respectively. Another small inset map of Berlin is also drawn and colored appropriately.

- After eight minutes, students are again given a two-minute break to process the information.
- The final segment to this presentation is to begin to fill in the map with hot spots and events from the Cold War. Although not every Cold War event can be listed on the map, the events chosen for this portion are:
 - i. NSC-68: Containment Policy – 1950
 - ii. The Iron Curtain – 1946
 - iii. NATO – 1949
 - iv. WARSAW PACT – 1955
 - v. Yugoslavia and Tito – 1945-51
 - vi. Korean War – 1950-53
 - vii. Berlin Wall – 1961
 - viii. Cuban Missile Crisis – 1962
 - ix. Vietnam War – 1962-74
 - x. Middle East Conflict – 1945 to Present
- After eight minutes, students are again given a two-minute break to process the information.
- **5 min:** Students are given time to reflect on the learning of the last two days in their Learning Logs.

Materials: Sketched World Map on a large sheet of white butcher paper, colored markers (Mr. Sketch), Class CCD Chart

COLD WAR WORLD MAP



IRON CURTAIN: 1946

NATO: 1949

WARSAW PACT: 1955

YUGOSLAVIA: 1945-51

-TITO

KOREA: 1950-53

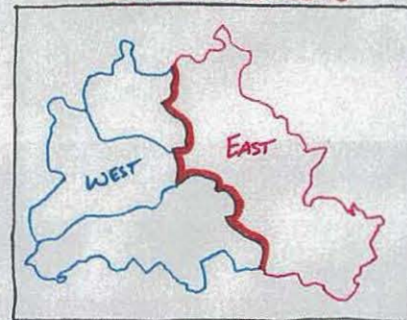
BERLIN WALL: 1961

CUBAN MISSILE CRISIS: 1962

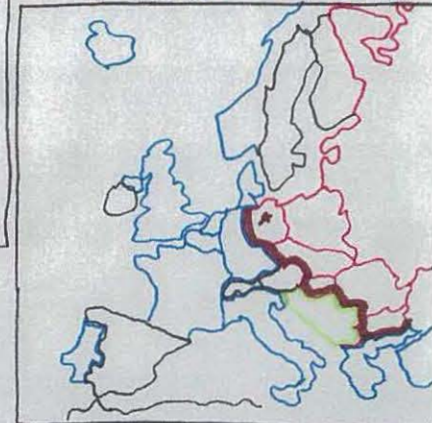
VIETNAM: 1956-73

ISRAEL/PALESTINE CONFLICT: 1948 - PRESENT

BERLIN CRISIS



DIVISION OF EUROPE



Title: Cold War Timeline – Events of the Cold War (Day 5)

Grade: 11th Grade

Subject: United States History

Objectives: The student will be able to:

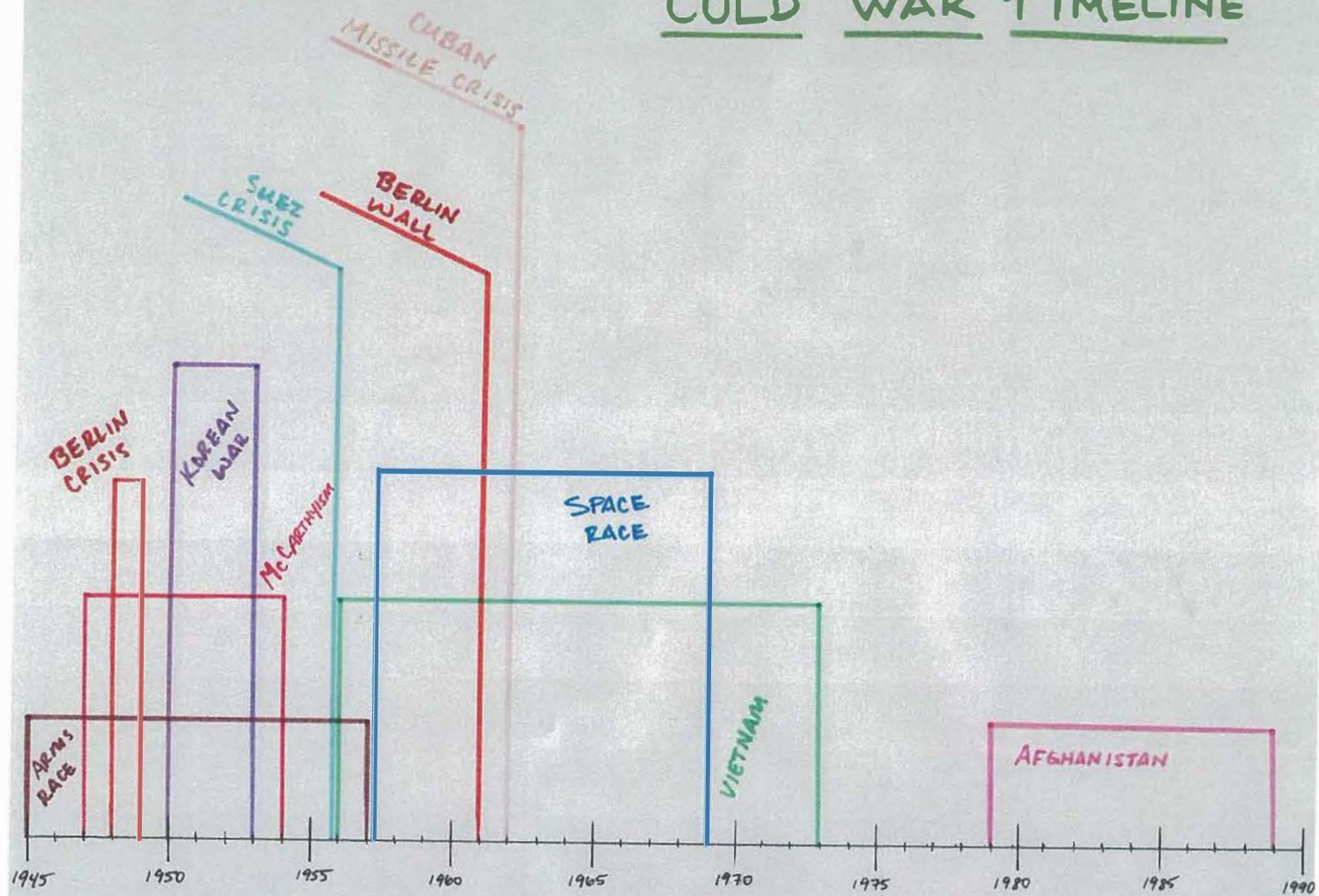
1. Identify major events of the Cold War in a chronological continuum.

Procedures:

- **3 min:** Daily Classroom Procedures
- **10 min:** Finish input with the Cold War World Map
 - i. At this point, time is provided to finish coloring and discussing the Cold War World Map. Often, due to the amount of tracing and coloring, time is needed the following class period to finish.
- **25 min:** Students are presented with the Cold War Event Timeline. Timeline will be displayed in the classroom for the duration of the unit.
 - i. The goal of this activity is to give students a chronological understanding of Cold War events that often were occurring simultaneously in the United States and abroad.
 - With the timeline already sketched, the activity begins with a discussion of events that occur from 1945 to 1960. Within these parameters are the events of:
 - The Arms Race, McCarthyism, Korean War, The Berlin Crisis, The Suez Crisis
 - The idea with showing these events is to alert the students to the amount of competition and confrontation during the first fifteen years of the Cold War.
 - After twelve minutes, students will have a two-minute break to discuss new learning.
 - The second group of events are intended to show proxy confrontations between the United States and the Soviet Union, and include:
 - The Space Race, The Berlin Wall, Cuban Missile Crisis, Vietnam War, Afghanistan
 - Each event is color-keyed in accordance to the color used on the World Map to create continuity for student learners.
- **7 min:** Students hold a discussion within the groups of what conclusions can be drawn from the World Map and the Timeline. Each group is tasked with providing a conclusion without duplicating another group response. Conclusions will be recorded, and revisited later in the unit.

Materials: Timeline (sketched ahead of time) on a large white sheet of butcher paper, colored markers (Mr. Sketch)

COLD WAR TIMELINE



Title: Review of World Map and Timeline (Day 6)

Grade: 11th Grade

Subject: United States History

Objective: The student will be able to:

1. Recognize the correlation between events on the map/timeline and pictures of realia of the events.
2. Articulate what has been learned from the last two lessons in their own words.

Procedures:

- **3 min:** Daily classroom procedures
- **3 min:** Pass out picture file cards to students to use in processing our world map and timeline.
 - i. Several students, perhaps twenty, will receive laminated color picture file cards that correspond to events and areas on our world map and timeline.
 - ii. Each file card can be obtained via Google Images, and represents a visual connection to each event listed or drawn on the timeline. It is at the discretion of each teacher to choose and utilize pictures that in their mind best correspond to the material being presented.
 - iii. Students are instructed at this time that when their event is mentioned in the review by the teacher, they are to rise and come to the map or timeline and tape their picture where they think it should be placed.
- **20 min:** Review the World Map and Timeline
 - i. The teacher will now begin a review of the world map and timeline for the students. When first presented with the information, students listened and discussed main points within their heterogeneous groupings of four. The objective of this class period is that students will be able to make connections between the information on the map/timeline with the picture in their possession.
 - ii. In this activity, each student is able to negotiate meaning and understanding, and will place the picture where they think it should go. If unsure, students can use their group members to help them place the picture. This activity allows for student academic discourse, as well as individual success in understanding the concepts of the map and timeline.
- **11 min:** Students will take several minutes to write in their Learning Logs about new understandings that were made in class today. Students can write about personal experiences in placing the cards on the map/timeline, or can discuss a discovery by a classmate that helped them make a learning connection.

- **3 min:** Closure activity.
 - i. Students are to discuss one new connection that they made today with each of their group members, ideally so that each group verbalizes four new learned items from the class period.

Materials: World Map and Timeline from previous class, laminated color picture file cards (on card stock works best), pre-rolled strips of masking tape for quick taping of pictures, learning logs

Title: Cold War Comparative Pictorial (Day 7)

Grade: 11th Grade

Subject: United States History

Objectives: The students will be able to:

1. Identify and discuss three areas in which the United States and Soviet Union competed for dominance throughout the Cold War.
2. Define the word competition in relation to international politics.

Procedures:

- **3 min:** Daily classroom procedures.
- **7 min:** Introduce *Competition* into our Cognitive Content Dictionary.
 - i. Students will determine the final meaning for the word, *Democracy*, and will begin working on the meaning of *Competition*.
 - ii. Students are asked who has heard or not heard the word; results are recorded.
 - iii. Groups are asked to produce a predicted meaning for the word based upon contextual clues embedded within the word or prior knowledge.
- **25 min:** Produce the Cold War Comparative Pictorial for students.
 - i. This task is designed to give students information about the competitive practices of the United States and Soviet Union during the Cold War. The three areas of focus are Atomic Weapons, The Space Race, and Espionage.
 - ii. Students will receive factual content information about the following areas of each topic:
 - Atomic Weapons
 - Why was there a desire for Nuclear Weapons?
 - What is the Arms Race?
 - What types of Nuclear Weapons were created?
 - The Space Race
 - Why was there a Space Race?
 - What were some milestones for each nation?
 - Espionage
 - Why was Espionage used?
 - How was Espionage conducted in each nation?
 - What were the impacts of Espionage on society?
 - iii. The instruction is broken into three chunks of teaching of approximately seven minutes, with a short pause for student discussion after each section. Students are to discuss what was taught and what they learned about each section or topic. The color of marker used for each section corresponds to the color used on the world map or timeline to maintain continuity, and make connections within the brain.

- iv. By allowing for discussion, students are seeing the information, hearing the information, and verbalizing the information, which lends itself to numerous learning styles.
- **5 min:** As a closure activity, students will write in their learning logs about what new information was gleaned from the lesson today. Anything that was discussed amongst group members or presented by the teacher can be written down.

Materials: Pre-sketched sheet of white butcher paper with three markers for drawing the different sections, learning logs, class CCD sheet.

SPACE RACE

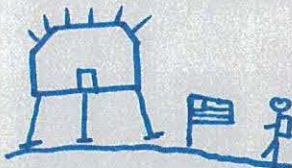
MILESTONES

- 1ST SATELLITE
- USSR
- SPUTNIK (1957)



- 1ST MAN IN SPACE
- USSR
- YURI GAGARIN (APRIL '61)

- 1ST MAN ON MOON
- USA
- NEIL ARMSTRONG (JULY '69)



WHY?

- DEVELOP ROCKETS FOR NUKES.
- USSR LIKED ROCKETS;
- USA PREFERRED BOMBERS.



ESPIONAGE

WHY?

- USA WORRIED ABOUT SECRECY OF USSR

HOW?

- KGB V. CIA (SPY V. SPY)
- SATELLITES
- AIRCRAFT - U2



ATOMIC WEAPONS

DESIRE FOR NUKES

- USA - 1945 - 1ST ATOMIC BOMBS

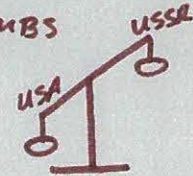


FAT MAN

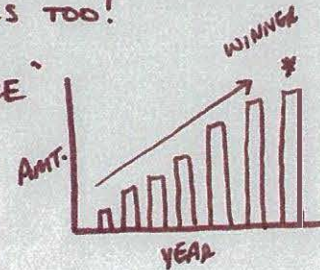
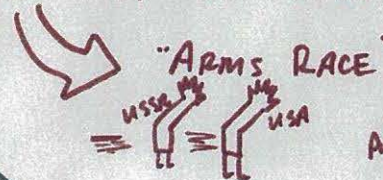


LITTLE BOY

* TIPPED SCALES OF POWER



- USSR - 1949 - GET NUKES TOO!



TYPES

ICBM - 3,500+ mi.

IRBM - 2,000 mi.

MRBM - 1,000 mi

IMPACTS

- KGB HAD 200+ SPIES IN USA
- TRAITORS - ROSENBERGS
- ENTERTAINMENT - 007



Title: McCarthyism and the Red Scare Experiential Activity (Day 8)

Grade: 11th Grade

Subject: United States History

Objective: The student will be able to:

1. Relate and explain the connection between experiences in class and the Red Scare.

Procedures:

- **3 min:** Daily classroom procedures
- **35 min:** Students will participate in an experiential activity to recreate feelings and emotions found in the United States during McCarthyism and the Red Scare of the 1950s. The activity will be played out three times. This lesson is adapted from the Teachers' Curriculum Institute Cold War Unit Lesson 1.3 on McCarthyism and the Red Scare. Bibliographic information can be found in the Reference section of this unit.
 - i. Prior to class, cut out small pieces of paper for each student in the class. On eight of the pieces, draw a small dot, and fold each sheet so the dot is not visible.
 - ii. Tell the students they are going to participate in an activity in which they will form groups based on students' secret identities. Explain that each will receive a piece of paper, some of which are blank, and some that have a dot drawn on them. Tell students that there are less dots than nondots, but keep the number of dots secret. Instruct students to keep their identities secret from their classmates.
 - iii. The goal of the activity is for the students to form the largest nondot group of students as possible. Points are awarded for the largest group of nondot students; if a dot infiltrates the group, the whole group loses points. Explain that since everyone in the class will deny being a dot, they must look for students who seem suspicious. Remind dot students that they must bluff their way into a group.
 - iv. Allow ten minutes or so for students to interact and form their groups. At the end of the allotted time, begin to have students reveal their identities. It may take a while for students to fully understand the activity, but soon they will begin to really get into it.
 - v. Repeat this process three times, redrawing for identities each time.
- **7 min:** Hold a class discussion on the activity. Have students discuss their reactions, as well as the following questions:
 - i. What reaction did you have when you realized your identity?
 - ii. What methods did you use to question potential "dots", and what were some indications that someone may be a "dot"?
 - iii. What were some emotions or feelings felt when accused of being a "dot", or when excluded from a group?

Materials: Precut pieces of paper (one for each student in the class, and small dots drawn on eight of them).

Title: McCarthyism Lecture (Day 9)

Grade: 11th Grade

Subject: United States History

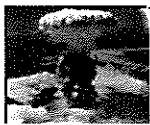
Objectives: The student will be able to:

1. Identify three areas of life in America that was affected by McCarthyism.
2. Explain the reasons for McCarthyism, and the factors that led to its decline.

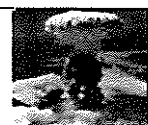
Procedures:

- **3 min:** Daily classroom procedures
- **9 min:** Show students several film clips from *The Cold War: The Threats* on Senator Joseph McCarthy, and the Hollywood Ten.
 - i. With these film clips, it is hoped that students will make visual connections to the McCarthyism activity from the previous class meeting. Viewing historical footage such as this will give the students a clearer understanding of the hysteria and suspicion that abounded in the 1950s.
 - ii. Students will be asked to make a quick comparison between their experiences and those of the accused on the film directly after the film.
- **30 min:** Present students with a lecture on Joseph McCarthy, and the Red Scare of the 1950s.
 - i. This lecture will give students factual information on the life and career of Senator Joseph McCarthy. It will also speak to the feelings, attitudes, and suspicion many Americans felt towards possible Communist threats in the United States.
 - ii. The guided notes sheet will give the students a sense of the topic of the day's lesson. Also, it is recommended that information and main points be written on the white board for struggling learners and ELL students.
 - iii. While not all facts are to be written down by the students, supplemental material can be added at the instructor's discretion.
 - iv. After each section of teaching, students will be given one minute to discuss with group mates about the information presented. This break will give the students an opportunity to verbalize what was learned, thereby adding one more layer to their understanding of the content.
- **3 min:** Students will write the three areas of life in America that was affected by McCarthyism on a small piece of paper for an exit task. Students will present their answer to the instructor as exiting. This will allow for a quick scan of student understanding and comprehension of the day's lesson.

Materials: Copies of the guided notes handout, *The Cold War: The Threats* (or similar video recording that discusses McCarthyism), student exit tickets.



United States History



McCarthyism in America

- **WHO:**
- **WHEN:**
- **WHAT:**
- **WHY:**
- **HOW:**
 - Write one way in which McCarthy spreads the Anti-Communist hysteria.

Anti-communist hysteria in America

- Write one fact for each area of society affected during McCarthyism.
 - **POLITICAL EFFECTS:**
 - **LAWMAKING:**
 - **EDUCATION:**
 - **FILM INDUSTRY:**

End of McCarthyism

- **McCARTHY FALLS:**
- **MINIMAL COMMUNIST PARTY MEMBERSHIP**

McCarthyism in America: 1950-1954

Name:

Date:

Teacher Answer Key:McCarthyism in America

- **WHO:** Senator Joseph McCarthy (Republican – Wisconsin)
- **WHEN:** 1950 - 1954
- **WHAT:** Accused citizens of being Communist
- **WHY:** To get re-elected, and to play on the sentiments of the American public
- **HOW:** He spoke of possessing a “list” of known Communists in the United States
 - Write one way in which McCarthy spreads the Anti-Communist hysteria.
 - Used the House Un-American Activities Commission (HUAC) to question and bully suspected Communists.
 - Focused on Hollywood, and Democrats. The resulting atmosphere in the United States was one of hysteria, fear, and suspicion.

Anti-communist hysteria in America

- Write one fact for each area of society affected during McCarthyism.
 - **POLITICAL EFFECTS:**
 - Any increase of government involvement was taken as Communist
 - 1948: Health care reform proposal was defeated – seen as Socialist.
 - 1950: Polio vaccine was invented, although not widely distributed because equal distribution seen as Socialist.
 - **LAWMAKING:**
 - Laws were passed to slow the spread of the Communist Threat
 - Membership in the Communist Party was a felony, and punishable with up to 20 years in prison.
 - Loyalty oaths to America were required to obtain a fishing license in New York City, and to be a wrestler in Indiana.
 - Six concentration camps were constructed in the event of the outbreak of World War III.
 - **EDUCATION:**
 - Oaths were required for teachers to maintain employment.
 - Books were banned for use in classrooms if deemed Communist, and anti-Communist propaganda was spread at school.
 - **FILM INDUSTRY:**
 - Writers, producers, actors, and directors were targeted, and blacklisted if suspected.

End of McCarthyism

- **McCARTHY FALLS:**
 - McCarthy never proved his conspiracy. In 1954, he publicly attacks the U.S. Army on television, and is censured. He dies in 1957.
- **MINIMAL COMMUNIST PARTY MEMBERSHIP**
 - Despite the hysteria, the Communist Party never gains a strong foothold in the United States (approximately 45,000 members in 1946)
 - Same amount of members as the Finnish Evangelical Lutheran Church in the United States at the same time.

Title: Civil Defense in the United States (Day 10)

Grade: 11th Grade

Subject: United States History

Objectives: The student will be able to:

1. Evaluate effectiveness of civil defense measures in the event of an atomic attack.
2. Identify reasoning of United States government for involving the public in this way.

Procedures:

- **3 min:** Daily classroom procedures
- **30 min:** Students will view short film clips from the Civil Defense Agency compilation *Target You!* These films were designed to train citizens on what to do in the event of an atomic attack.
 - i. Prior to the films, inform the students of the purpose of the Civil Defense Agency. Discuss that the agency was designed to give citizens the necessary training and resources to defend against an atomic attack.
 - ii. The films that will be shown are:
 - What is Communism?
 - Duck and Cover
 - Target You
 - Occupying a Public Shelter
 - iii. Students will see what the American public was told during the atomic arms race during the Cold War. The films above were picked to allow the students a broad cross section of propaganda information from the 1950/60s.
- **12 min:** Hold student discussion within groups and as whole-class.
 - i. Groups are to discuss the following questions:
 - Why would the government instruct people to behave in this way in the event of an atomic attack?
 - What purpose do these films serve for the American public?
 - Does any part of the instruction seem incongruous? If so, what part?
 - ii. The discussion will move into the whole-class arena, with each group offering up a response for each question. Students will be chosen at random with the aid of a dice. The number rolled corresponds to a member of the group. This way, each member must be ready to answer, and the whole group must prepare one another to answer.

Materials: *Target You!* DVD or similar film, DVD/VHS player and LCD Projector or Television.

Title: Cuban Missile Crisis – Group Experiential Activity (Day 11)

Grade: 11th Grade

Subject: United States History

Objectives: The student will be able to:

1. Evaluate options presented for dealing with the Cuban Missile Crisis.
2. Identify the causal factors of the Cuban Missile Crisis.

Procedures:

- **3 min:** Daily classroom procedures
- **40 min:** Students will work through an experiential group activity concerning the Cuban Missile Crisis. The students will take on the role of President Kennedy's advisors during the crisis, and will advise the President on what should be done. This activity is adapted from the Teachers' Curriculum Institute Cold War Unit Lesson 1.4 on the Cuban Missile Crisis. Bibliographic information is available in the References section of this unit.
 - i. Students will work in their groups through each stage of this simulation activity. At each stage, the students will receive a secret briefing sheet, which will be read aloud in the group, and the critical thinking questions discussed and answered on the group response sheet.
 - ii. Each student will take a turn as the group spokesperson at each stage of the activity, once again chosen at random with the dice.
 - iii. Prior to starting, pass out the briefing sheets and response sheet to each group. Put enough copies of each briefing for each student in a group folder labeled, "Top Secret". Also include the background reading on President Kennedy with enough copies for each student.
 - iv. At your direction, have the students retrieve and read silently as the instructor reads aloud the background reading on President Kennedy, the Cold War, and Cuba. This information will give the students the necessary historical context needed to view and role-play this exercise.
 - v. Following the background reading, students are to retrieve and read aloud in their groups Briefing #1. Students will discuss the critical thinking question, and will write their answers on the student response sheet entitled, "Cuban Missile Crisis: You Make the Call."
 - vi. After ten or twelve minutes, call on one student from each group to give the group's response to critical thinking question #1. After each group has answered, students should move on to Briefing #2. Students will read, and record answers.
 - vii. Repeat the above steps for Briefing #3 as well. Students should be able to articulate the reasons for their answers at each stage of the simulation.

- **2 min:** Give students a few moments to put their materials away in their group folders, and take a tally of which student groups need more time in the next class period.

Materials: One manila folder for each group marked “Top Secret”, one copy of each handout for each student in each group, one copy of the group response sheet marked “Cuban Missile Crisis: You Make the Call.”

Overview of President Kennedy, the Cold War, and Cuba

The late 1950s were marked by a series of Cold War crises that strained superpower relations. In 1956 the Soviets brutally repressed a democratic uprising in Hungary. The United States did nothing for fear of starting World War III. A year later, the Soviets tested the first intercontinental ballistic missile (ICBM) capable of reaching U.S. soil. In 1958, Soviet premier Nikita Khrushchev threatened to start a war over control of the German city of Berlin. War was averted, but the Soviets built the Berlin Wall – a wall of barbed wire and concrete – to divide democratic West Berlin from communist East Berlin. In 1960 an American U-2 spy plane was shot down while taking photographs of Soviet military installations.

By 1961 Cold War tensions were perhaps most serious in the island nation of Cuba, south of Florida in the Caribbean Sea. Fidel Castro and his Communist revolutionary followers had overthrown a corrupt dictator and risen to power in Cuba on New Year's Day, 1959. Weeks later, Castro had suspended most civil rights, established military rule across the island, and embraced the Soviet Union and Communist China as allies. Thousands of Cubans felt betrayed by Castro and fled to the United States.

When President John F. Kennedy took office in 1961, he made it clear that he would not back down before the Soviet threat. In his inaugural address, Kennedy said the United States would “bear any burden” and “pay any price” for the cause of freedom worldwide. He vowed to take the lead in the Cold War against the Soviet Union, continuing the U.S. foreign policy, dominant since World War II, of containing Soviet communism around the globe.

During his first week in office, Kennedy learned of a plan to overthrow Castro by sponsoring an invasion by Cuban exiles at a site called Bay of Pigs. This plan had been conceived by the Central Intelligence Agency (CIA) during the last months of the term of Kennedy's predecessor, Eisenhower. Kennedy's key advisers said that the CIA plan would work and should go forward. Somewhat reluctantly, Kennedy finally agreed.

The Bay of Pigs operation was a disaster. Few of the Cuban exiles participating in the invasion had any significant military training, and their equipment consisted of World War II-era U.S. military castoffs. Most significantly, the CIA had told the exiles that they would have the support of U.S. troops. Kennedy, however, had pledged that he would not directly involve U.S. forces. The CIA believed that Kennedy would change his mind when American prestige was at stake, but the president did not. Less than 72 hours after the exiles landed at the Bay of Pigs, Castro's soldiers, using Soviet-supplied tanks, guns, and ammunition, had completely defeated them. Embarrassed by the failure of the invasion, Kennedy quickly approved another plan – called Operation Mongoose – to use the CIA to disrupt the Cuban economy and possibly to assassinate Fidel Castro. The Soviets and the Cubans responded by planning a secret military buildup on the island. The stakes for Cuba in the Cold War rivalry were high, and in October 1962, the superpower competition erupted in what many experts call the most serious and dangerous crisis of the Cold War.

Top Secret Briefing #1

TO: President John F. Kennedy and advisors
FROM: The U.S. Intelligence Community
RE: Nuclear Missiles in Cuba, mid October 1962

Mr. President, on October 14, 1962, American U-2 spy planes photographed a missile launch pad under construction on the island of Cuba. This launch pad, when completed, would allow the firing of Soviet-supplied nuclear weapons with a range of 1,000 miles – enough to put the lives of 80 million American at risk should the missiles be fired at the United States.

After the Bay of Pigs invasion failed to overthrow Fidel Castro in Cuba, Soviet premier Nikita Khrushchev pledged he would not put offensive nuclear missiles in Cuba. It is now clear the Khrushchev was lying and cannot be trusted. The state of readiness of the launch pads indicates that the Soviets have been secretly shipping nuclear missiles for months. It appears they may be ready to fire very soon.

The missiles in Cuba are part of what appears to be a huge arms buildup to shore up Communist control of Cuba. We believe there are as many as 20,000 Soviet “technicians” in Cuba at this time. The Soviets may be armed with tactical – small battlefield – nuclear weapons undetectable from the air. In addition, the Soviets have installed a ring of SAMs (surface-to-air missiles) that are capable of shooting down any American aircraft the United States uses to maintain surveillance of the situation.

As you and your advisors are aware, Mr. President, the United States maintains a clear superiority to the Soviets in the nuclear arms race. The number of ICBMs in U.S. arsenals is nearly double that of the Soviets. Also, U.S. nuclear missiles in Turkey provided a distinct advantage. Remember, too, that a U.S. Navy submarine armed with nuclear missiles is about to be placed in the Mediterranean Sea to provide quick-strike capabilities.

Why the Soviet premier has chosen this action at this time is not entirely clear – after all, there are already enough nuclear missiles in the Soviet Union itself to annihilate the United States. It appears that the Soviet premier may be attempting to gain an upper hand in the Cold War with one bold move.

Critical Thinking Question #1: You are a presidential advisor to Kennedy. You must decide whether the president should be concerned about Soviet missiles and launch pads in Cuba. What do you advise the president to do? Kennedy has asked you to brainstorm possible U.S. responses to the Soviet missile threat in Cuba. What will you include in your list?

Top Secret Briefing #2

TO: President John F. Kennedy and advisors
FROM: The U.S. Intelligence Community
RE: U.S. Response to missile buildup in Cuba

Since our last briefing, Mr. President, the Soviet buildup of missiles in Cuba has continued at a frantic pace.

The missile launch site at San Cristobal, near the capital city of Havana, will be operation in 10 days. When complete, the warning time for a missile attack against the United State will be cut from 15 minutes to between 2 and 3 minutes. U.S. cities from Washington D.C. to Kansas City are at risk. Furthermore, some of our intelligence suggests that the Soviets are installing longer-range nuclear missiles that could be ready by mid November. These missiles would leave only one major U.S. city outside their range: Seattle.

Mr. President, you asked us to compile a series of options for you and your advisors to consider, keeping mind your general goals: getting the missiles out of Cuba, avoiding a nuclear exchange, preparing for Soviet moves elsewhere in the world (such as Berlin), and not losing face.

As we see it, the United States can response in at least five ways to the Soviet construction of missile sites in Cuba:

1. Ignore the missiles.
2. Initiate a naval blockade of Cuba to prevent Soviet ships from bringing further supplies to the island.
3. Invade Cuba.
4. Launch a conventional airstrike against the missile sites.
5. Send an emissary to discuss the matter with Khrushchev.

Critical Thinking Question #2: You are a member of the Executive Committee, known as ExCom, a group of Kennedy's closest advisors gathered to help him work through this crisis. The president has asked you to assess these five possible responses. How would you prioritize these possible responses? What are the positive and negative aspects of each?

Top Secret Briefing #3

TO: ExCom Members
FROM: President John F. Kennedy
RE: Our response and Soviet reactions

Since our last briefing by the U.S. intelligence community, you are well aware of the course of action that I have ordered: a naval blockade of the island of Cuba. I decided to blockade Cuba because I believe that a U.S. airstrike against Cuban missile sites might result in the death of Soviet soldiers in Cuba, and that loss would likely trigger World War III. As you know, however, the crisis with the Soviet Union over nuclear missiles in Cuba is far from over.

On Monday, October 22nd, I informed our citizens on television of my intent to begin a strict quarantine, or blockade, of all offensive military equipment being shipped to Cuba. I also stated that any missile launched from Cuba would be regarded as an attack by the Soviet Union on the United States, and would require our full retaliatory response.

On Tuesday, Khrushchev sent me a letter stating that the Soviet Union would not observe the blockade, which he called illegal. Later that day, U.S. ships stopped and boarded a Panamanian vessel full of Soviet goods that was headed to Cuba. As it contained no military material, it was allowed to proceed. On Wednesday, I learned the 25 Soviet merchant ships were steaming toward Cuba, accompanied by 6 Soviet submarines. Although these ships did eventually alter their course and remained outside the quarantine line, on Saturday morning one of the ships detached itself and began speeding toward Cuba in defiance of the blockade. More ominously, one of our U-2 spy planes was shot down over Cuba by a Soviet SAM missile early Saturday morning, and the American pilot was killed.

The military generals who form my Joint Chiefs of Staff have recommended an immediate airstrike on the missile sites, an action that would, I believe, very likely push us over the brink and into nuclear war with the Soviet Union. However, if I maintain the blockade despite the criticism of the military, I want to know what you think I should do in several situations that could arise. What do you recommend I do if:

1. The Soviets fire on American naval vessels enforcing the blockade?
2. The Soviets attempt to break the blockade?
3. The Soviets wait it out for weeks or months until the crisis subsides?
4. Cuban commanders launch one of the missiles already in Cuba toward the United States?

Critical Thinking Question #3: You are a member of ExCom. Respond to the four situations the president might face, keeping in mind his goals for the crisis. Then offer your recommendation for what the president should do now.

YOUR RESPONSE

ACTUAL RESPONSE

<p>CRITICAL THINKING QUESTION A</p> <p>(Give your advice to the president, and a list of possible responses to the crisis)</p>	<p>ADVICE:</p> <p>LIST OF RESPONSES:</p>	
<p>CRITICAL THINKING QUESTION B</p> <p>(Rank each of the five responses to the crisis in the list, and provide a positive and negative aspect for each)</p>	<ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> • POS. • NEG. 2. <ul style="list-style-type: none"> • POS. • NEG. 3. <ul style="list-style-type: none"> • POS. • NEG. 4. <ul style="list-style-type: none"> • POS. • NEG. 5. <ul style="list-style-type: none"> • POS. • NEG. 	

CUBAN MISSILE CRISIS: YOU MAKE THE CALL

CRITICAL THINKING
QUESTION C

(Give a response that the President can act on for each situation, then give your final recommendation for what the President should do now)

1.

2.

3.

4.

Final Recommendation:

Title: Cuban Missile Crisis (Day 12 - 15)

Grade: 11th Grade

Subject: United States History

Objectives: The student will be able to:

1. Provide reasons for decisions made during the Cuban Missile Crisis from personal experience in the simulation.
2. Provide reasons for decisions made during the Cuban Missile Crisis after viewing a dramatization of the event.

Procedures:

- **3 min:** Daily classroom procedures
- **10 min:** Students will answer several questions and hold a brief discussion concerning their decision-making during the simulation.
 - i. The students will have completed the simulation, and will have written their group responses on the record sheet. It is necessary for the students to articulate the reasons for their actions to ensure that full comprehension of the event has occurred. The discussion questions will include:
 - At what stage in this activity did you feel the most pressure? Why?
 - Which side do you think was most at fault for bringing about the crisis? For ending the crisis?
 - What lessons can be learned from the Cuban Missile Crisis?
 - ii. It is likely that the students may not be able to answer all of the questions in the discussion. In this eventuality, provide responses to their inquiries, but remind them that they will see the crisis unfold in front of them in a few moments.
- **32 min:** Students will view the film, *Thirteen Days*, which is an excellent dramatization of the events of the Cuban Missile Crisis. The film is 144 minutes in length, and will take the majority of three and one half days to complete. The rationale behind using the film is that the students will have heard me lecture on the crisis during the World Map and Timeline activity, they will have read and worked through the simulation, and now will view a re-creation of the events. This activity caters to several learning styles, and makes the information accessible to most all student learners.
 - i. Students will be tasked to complete a guided note sheet on the film as they are watching. At the end of each class period, students will work collaboratively within their groups to pose, discuss, and answer common questions about the film.
 - ii. Students will also be asked to hold to their simulation record sheet, and record the actual responses to the three scenarios posed in the simulation. Each day, the student groups will record and compare the actual response to

the crisis and their solutions. This will enable the students to evaluate and provide reasons for the decision-making that was made in the simulation, and the film.

- iii. At the end of the film, a discussion will be held to ensure that each student has filled out and understands the guided note sheet from the film. Also, the discussion will entail a comparison of the simulation and the film.

Materials: Guided note sheet on *Thirteen Days*, a DVD/VHS copy of *Thirteen Days*, a DVD/VHS player, LCD projector or Television.

US HISTORY

GUIDED NOTES FOR *THIRTEEN DAYS*

NAME _____

1. What is the Executive Committee (EXCOM) of the National Security Council? Whom does it include, and what is their job during the crisis?
2. Discuss what the EXCOM informs the President about, and how the President uses that information to make decisions.
3. What options are available to President Kennedy, as presented by EXCOM, for dealing with the missiles in Cuba?
4. What was the rationale behind implementing a quarantine on all shipping bound for Cuba?
5. What were the three steps the Pres. Kennedy outlined in his television broadcast to deal with the missiles?
 -
 -
 -
6. What was the initial Soviet response to the quarantine?

7. What was the purpose in gaining international support for removing the missiles from Cuba?
8. What is the significance of the final meeting between Attorney General Robert Kennedy and Soviet Ambassador Dobrynin?
9. What was the outcome of the Cuban Missile Crisis? What does the United States give up in return for removing the missiles in Cuba?

CRITICAL THINKING

10. What does this victory do for the foreign policy of the United States? What was the policy and how did it change?

Title: Group Process of Unit Charts (Day 16)

Grade: 11th Grade

Subject: United States History

Objectives: The student will be able to:

1. Negotiate individually and collectively for meaning and understanding of the unit charts that are posted around the room.

Procedures:

- **3 min:** Daily classroom procedures
- **40 min:** Students will work individually and collaboratively to recreate the unit charts that are posted around the room.
 - i. The students will use the class period to create their own versions of the unit charts. Students are to use 11x17" sheets of paper to create the charts; three charts will be created in this class period.
 - ii. Each student will choose a colored pencil to complete their work in that is unique from all other members of the group. Students will write their name and the name of the color they are using on the Team Task Key that is provided to each group. This allows the instructor to quickly view which color belongs to each student when evaluating the student work.
 - iii. Once the task is explained, students are to negotiate the roles of the group members in creating these charts, and begin recreating the charts. Each student must have their color represented equally on the chart, and no student can do another students work for them. Each student must take an active role in completing this team task.
 - iv. Although color-coding was used in the initial presentation of information, it is not necessary for students to duplicate that aspect of the chart. Rather, taking a part in the re-creation of the information regardless of the color used is of greater importance in this instance.
 - v. The idea behind this strategy is to get students to talk and interact in an academic setting about academic work, and thereby using content language in their dialogue. The other reason for this strategy is that students have heard the information, and seen the information (which was color coded for them). By writing and drawing the information on the group charts, students are using another learning modality to process information. The greater the amount of exposure to content through different modalities, the more likely students will comprehend and remember the content.
 - vi. Expect students to be puzzled at first to the task. Keep encouraging them to create their own meaning, and remind them that grading is not based on artistic ability.
- **2 min:** Collect finished charts from students along with the Team Task Key. Evaluate the equity in completion of each chart amongst the group members, and award participation points accordingly, if applicable to your classroom.

Materials: Three 11x17" sheets of white paper for each group, four different colored pencils per group, one copy of the Team Task Key for each group, the World Map, Timeline, and Comparative Pictorial charts posted around the room.

TEAM TASK KEY

TEAM NAME

COLOR

NAME

Title: Class Review of Topics (Day 17)

Grade: 11th Grade

Subject: United States History

Objectives: The student will be able to:

1. Demonstrate understanding of the content by formulating unique content-based questions.

Procedures:

- **3 min:** Daily classroom procedures
- **15 min:** Class choral recitation of the Cold War Big Book
 - i. The students will read aloud with the instructor as the Cold War Big Book is again presented. The purpose of this activity is to revisit the information that was presented at the beginning of the unit so that students can make connections to what has been learned. It is hoped that students will connect pictures and drawings from the unit with the content in the big book.
 - ii. Upon completion, students are to work as teams to create a list of ten facts from the big book that they learned during the unit. Each group must pull their facts from the big book. It is desired to see what connections students can make between the unit lessons and the big book.
- **25 min:** Graffiti Walls Activity
 - i. At this point, students will be directed to the walls of the classroom that hold many charts from the unit. Near the observation charts, the instructor has placed a new chart, created on 11x17" paper, that has a topic title and a question associated with the topic. Each topic pertains to the information studied throughout the unit.
 - ii. The categories and questions are as follows:
 - McCarthyism: Who was Joseph McCarthy?
 - Cuban Missile Crisis: How long did the Cuban Missile Crisis last?
 - Space Race: What was the name of the first satellite, and who launched it?
 - Atomic Weapons: What were the first two atomic bombs called?
 - Espionage: What were the two spy agencies we talked about?
 - Civil Defense: What should one do if you see the atomic flash?
 - Conflicts: What conflict took place from 1950-53?
 - iii. The starter questions for each topic are intended to be simple recall questions. Students are directed to, as a group with one writing utensil, answer the provided question for each question. Once done, students are to ask their own question for the next group to answer, if possible to stump the other groups. It is hoped that students will move in their questioning into the high levels of questioning and Bloom's Taxonomy of learning, such as comprehension, application, and analysis. As students attempt to stump the

other groups, their use of academic language and content information will grow as well.

- iv. The intent with the graffiti walls is to create a list of student generated questions and answers. This list demonstrates the level of student comprehension and learning throughout the entire unit. It shows the areas of strength and weakness of the learning of the students. These questions will serve tomorrow as the basis for a review game, and if desired for an end of unit culminating assessment or test.

Materials: Seven sheets of 11x17" white paper with topics and questions written at the top in the color that corresponds with the topic as presented earlier in the unit, Cold War Big Book PowerPoint, Computer, LCD Projector.

Title: Class Review of Cold War Topics (Day 18)

Grade: 11th Grade

Subject: United States History

Objectives: The student will be able to:

1. Demonstrate understanding of various questions from seven Cold War topics.

Procedures:

- **3 min:** Daily classroom procedures
- **40 min:** Students will play a Jeopardy-type review game on the Cold War topics of study from the unit.
 - i. Within their teams, students will compete against the other teams to answer the most questions correctly in the Jeopardy review game.
 - ii. The questions for the game will come directly from the Graffiti Walls activity from the previous class. Since the questions should have increased in difficulty as each group added to the list, the questions at the top will serve as 1-point questions. As one progresses down the list, the point values increase in single point increments to a maximum of 7-point questions. These questions should prove the most difficult and worthy of the most points.
 - The categories are McCarthyism, Cuban Missile Crisis, Atomic Weapons, Conflicts, Civil Defense, Space Race, and Espionage.
 - iii. To start, each group chooses a number between one and one hundred. The group who guesses closest will get to go first. The group chooses a category, and a point value, and is asked the corresponding question. A correct answer elicits the awarding of points to that team. An incorrect answer awards no points, and the question stays on the board. Another team is eligible to answer that question again if they know the answer. Teams may collaborate for ten seconds before an answer is demanded of them. If no answer is given in the allotted time, the next group gets to choose.
 - iv. This process continues until all the questions have been asked and answered by the students.
 - v. This review game is a student favorite as the competition between groups fosters a desire to get each question correct and accumulate the most points possible.
- **2 min:** Students prior to leaving class are asked to tell another member of the class two new understandings from the review game. This closure activity forces students to talk to others in academic language about content relevant items.

Materials: Graffiti walls questions and answers collected from the previous days class, Jeopardy board created with topics and point values on the white board or sheet of white butcher paper.

Title: Introduction of Culminating Unit Assessment (Day 19)

Grade: 11th Grade

Subject: United States History

Objectives: The student will be able to:

1. Articulate the requirements of this assessment.
2. Understand the expectations for each member of the group during the assessment.

Procedures:

- **3 min:** Daily classroom procedures
- **7 min:** Introduction of CCD Word – *Containment*
 - i. Students will determine the final meaning for the word, *Competition*, and will begin working on the meaning of *Containment*.
 - ii. Students are asked who has heard or not heard the word; results are recorded.
 - iii. Groups are asked to produce a predicted meaning for the word based upon contextual clues embedded within the word or prior knowledge.
 - iv. Students have heard this word numerous times throughout the unit, and are aware of the definition. This is merely a reinforcing activity to prepare their minds for the upcoming assignment.
- **7 min:** Students will be given a handout with important dates and statements on the policy of containment, and will discuss.
 - i. This handout will serve the students as background and historical information on the creation of the Containment Policy. This information will be critical to explaining the policy within their paper.
- **10 min:** Students will examine the directions and requirements for the Washington State Classroom Based Assessment on U.S. Foreign Policy for 11th grade students.
 - i. This culminating project is taken from the Office of Superintendent of Public Instruction website.
 - ii. The students will create a presentation or paper on the effectiveness of a United States Foreign Policy, in this case, the policy of Containment during the Cold War.
 - iii. To begin, students are given a copy of the handout that outlines the project requirements and the corresponding rubric. Students are to read both these handouts, as a team if necessary for comprehension, and answer the investigation questions on the handout provided. This task initiates student thinking about the task ahead of them, and will provide a base level of understanding.
- **15 min:** After all students have completed the investigation, the instructor will read aloud the directions for the assessment.

- i. At this point, the instructor will reiterate the information the students read, having the students underline or highlight key points of the directions. The students will underline the section requirements for the paper, as well as the social science perspectives in the left hand column.
 - ii. The social science perspectives are introduced at this time as well, and many students struggle with the meaning of these. Also, special attention must be made to provide examples of what the students should look for in terms of social science perspectives when researching their events.
 - iii. While each student will create their own presentation or paper, the team will research collaboratively.
 - Each student will be tasked to find information on an event from the Cold War in which the Containment Policy was implemented. The events include Vietnam, Korea, Cuba, and Afghanistan.
 - The information found must pertain to the reasons why containment was implemented in that area. Each student will attempt to find information for each social science perspective: Geographic, Political, Economic, Cultural, Sociological, and Psychological. Also, each student will find information on the Effect of the Policy on U.S. Stakeholders, and the Costs and Benefits to Other Nations.
 - Each student will write their answers on a personal research sheet, and then will transfer the information to a team sheet of 11x17" paper. Once all the members' information is on the sheet, copies are made for each member, who now has four useful examples to draw from in defending the effectiveness of the Containment Policy.
- **3 min:** Students are asked to write down any remaining questions they have and give them to the instructor. The instructor will review the questions, and use them to guide the instruction at the start of the next class.

Materials: Containment policy background PowerPoint handout, Project description and rubric handouts, Foreign Policy CBA Investigation sheet, individual research sheets, copy of team 11x17" answer sheet for each group.

Containment Policy Background Information

Truman Doctrine

- ✓ Written March 1947 by President Truman
 - ✓ "The United States will support free people's resisting attempted subjugation by armed minorities or outside pressures."

Foreign Affairs

- ✓ Written in July 1947 by "Mr. X" (George Kennen, U.S. State Department)
 - ✓ Warned that the Soviet Union would "try to fill every nook and cranny available . . . in the basin of world power."
 - ✓ Called for "a long-term, patient but firm and vigilant containment of Russian expansive tendencies."

NSC-68 (Containment Policy)

- ✓ Culmination of Truman Doctrine and *Foreign Affairs* article.
- ✓ Called for "The United States to mobilize all resources for definitive struggle world-wide with Communism."

US Foreign Policy CBA Investigation

Name _____

Directions: Take several minutes to read the assignment sheet, and answer the following questions. These questions will ask you to write down the requirements of the assignment.

1. How many paragraphs are required for this assignment?
2. What is included in each paragraph?
3. What is required to receive a "4-Excellent" on your position statement?
4. What rating will you receive for providing two credible sources? What rating if you provide three sources? What rating for four sources?
5. How many possible points is this assignment worth?
6. How many social science perspectives must you include in your paper to receive a "4-Excellent"?

How many social science perspectives are there that you can choose from, list them, and give a short definition of what each term means in your mind? Use the back of this sheet if you need more room.

	4 – Excellent	3 – Proficient	2 – Partial	1 – Minimal
Position Statement and Thesis <i>20 points</i>	States a position on the chosen policy that outlines reasons in support of the position AND Draws a conclusion about why studying this foreign policy helps us understand current issues and events.	States a position on the effectiveness of the chosen foreign policy that outlines reasons in support for the policy.	States a position on the chosen foreign policy but does not outline reasons in support of the position.	Addresses a foreign policy without stating a position.
Causes and Effects of the Foreign Policy <i>25 points</i>	Provides reason(s) for the position supported by evidence. The evidence includes: • An analysis of why the policy was implemented for national and/or international interests from three or more of the following social science perspectives: o Geographic o Political o Economic o Cultural o Sociological o Psychological	Provides reason(s) for the position supported by evidence. The evidence includes: • An analysis of why the policy was implemented for national and/or international interests from two of the following social science perspectives: o Geographic o Political o Economic o Cultural o Sociological o Psychological	Provides reason(s) for the position supported by evidence. The evidence includes: • An analysis of why the policy was implemented for national and/or international interests from one of the following social science perspectives: o Geographic o Political o Economic o Cultural o Sociological o Psychological	Provides evidence for the position without using any specific social science perspectives.
	Provides reason(s) for the position supported by evidence: The evidence includes an analysis of the effects of the policy including a discussion of: • How the policy affected stakeholders in the United States AND • How the policy imposed costs AND provided benefits for other nations.	Provides reason(s) for the position supported by evidence: The evidence includes an analysis of the effects of the policy including a discussion of: • How the policy affected stakeholders in the United States AND • How the policy imposed costs OR provided benefits for other nations.	Provides reason(s) for the position supported by evidence: The evidence includes an analysis of the effects of the policy including a discussion of: • How the policy affected stakeholders in the United States OR • How the policy imposed costs AND provided benefits for other nations.	States how the chosen foreign policy affected stakeholders in the United States or imposed costs on AND/OR provided benefits for other nations without explicit support from relevant evidence.
References and Sources <i>15 points</i>	1. Makes explicit references within the paper or presentation to four or more credible sources that provide relevant information. 2. Cites sources within the paper, presentation, or a bibliography.	1. Makes explicit references within the paper or presentation to three credible sources that provide relevant information. 2. Cites sources within the paper, presentation, or a bibliography.	1. Makes explicit references within the paper or presentation to two credible sources that provide relevant information. 2. Cites sources within the paper, presentation, or a bibliography.	1. Makes explicit references within the paper or presentation to one credible source that provides relevant information. 2. Cites sources within the paper, presentation, or a bibliography.
Grammar and Spelling <i>10 points</i>	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes one to two errors in grammar or spelling that distract the reader from the content.	Author makes three to four errors in grammar or spelling that distract the reader from the content.	Author makes ore than four errors in grammar or spelling that distract the reader from the content.

11th Grade CBA: U.S. Foreign Policy

In a cohesive paper, you will:

- State a position on the chosen foreign policy that outlines reasons in support of the position
AND
Draws a conclusion about why studying this foreign policy helps us to understand current issues and events.
- Provides reason(s) for your position that include:
 - An analysis of why the policy was implemented for national and/or international interests from *three or more* of the following social science perspectives:
 - geographic
 - political
 - economic
 - cultural
 - sociological
 - psychological
 - Evidence include an analysis of the effects of the policy including a discussion of:
 - How the policy affected stakeholders in the United States AND
 - How the policy imposed costs AND provided benefits for other nations.
- Make explicit references within the paper to *four or more* credible sources that provide relevant information AND cite sources within the paper or bibliography.

Paper Requirements:

- 1st Section: (1 paragraph)
 - Thesis
 - State a position on the policy of Containment that is in favor of the policy, and why Containment is a good idea.
 - Definition of Containment.
 - Why is Containment needed during the Cold War?
- 2nd Section: (3 paragraphs)
 - Give reasons for your position.
 - Within your reasoning, make reference to three different social science perspectives
 - Be sure to utilize one source for each perspective.
- 3rd Section: (1 paragraph)
 - Discuss the effects of the policy on stakeholders in the U.S.
 - Discuss how the policy imposed costs and benefits to other nations.
- 4th Section: (1 paragraph)
 - Conclusion of policy effectiveness.
- 5th Section: Works Cited Page and Bibliography

Title: Classroom Based Assessment (Day 20 – 24)

Grade: 11th Grade

Subject: United States History

Objectives: The student will be able to:

1. Articulate reasons for a position on the effectiveness of the Containment Policy during the Cold War.
2. Use available resources to gather information for Classroom Based Assessment.

Procedures:

- **3 min:** Daily classroom procedures
- **40 min:** Students will use in-classroom time to research their assigned event from the Cold War.
 - i. Students are to evaluate the reasons for implementation of the Containment Policy in their event by researching the causal factors of each event, and looking at the social science perspectives as outlined in the project direction sheet.
 - The information can be found using online sources, or as in this case, with print materials on loan from the school library. If possible, collegial collaboration with the librarian will speed the finding of resources and materials for student use.
 - ii. As students find information, they are to write it down on an individual research sheet (which is the same as the group, only on an 8.5x11" sheet of paper). Once finished, the information collected will be transferred over to the group copy of the research sheet that has been copied onto an 11x17" sheet of white copy paper. When all team members are finished and all information is on the team research sheet, copies will be made by the instructor for each student.
 - iii. The goal for each class period is to find information for three categories of research (ie: geographic, political, and economic). After three days of research, students should be ready to begin the in-class assessment portion of the project.
 - iv. The students are given three options for creating their final project. Each type of project will be assessed similarly using the same rubric. Students have two days in class to complete the product. The options are as follows:
 - A cohesive six-paragraph essay.
 - A cohesive PowerPoint presentation with pictures and images, as well as animations and transitions.
 - A cohesive product in the form of a Big Book.
- **2 min:** At the end of each class period, the team will discuss what research needs to be done the following period, and will discuss the progress made by team members.

- **For each day of the project, a similar schedule will be followed as students research for three days in class, and produce their final product for two days. The project is due at the end of class on the fifth day.**

Materials: Print and/or online resources for student research, individual research sheets, group research sheets.

	Geographic	Political	Economic	Cultural	Sociological	Psychological	Effects: U.S. Stakeholders	Costs/Benefits: Other Nations
Vietnam								
Korea								

	Geographic	Political	Economic	Cultural	Sociological	Psychological	Effects: U.S. Stakeholders	Costs/Benefits: Other Nations
Cuba								
Afghanistan								

11th Grade United States History Differentiated Unit Plan:

Cold War Unit References

Boyer, P., & Stuckey, S. (2003). *American nation*. Austin: Holt, Rinehart, and Winston.

Coombs, T. (Director). (2000). *The cold war: The threats* [Documentary film]. United States: Raintree Steck-Vaughn Publishers.

Donaldson, R. (Director), Deason, P. (Producer), & Montiforte, M. (Producer). (2000). *Thirteen days* [Motion picture]. United States: New Line Home Entertainment.

Geerhart, B. (Producer), & Sitz, K. (Producer). (2005). *Target you!* [Documentary film]. (Available from Bear Family Records, P.O. Box 1157, D-27727 Hambergen, Germany).

McCarthy and the cold war at home. (1999). In B. Bower (Ed.), *The cold war: Twentieth century United States history* (pp. 43-50). Palo Alto: Teachers' Curriculum Institute.

The Cuban missile crisis: You make the call. (1999). In B. Bower (Ed.), *The cold war: Twentieth century United States history* (pp. 51-60). Palo Alto: Teachers' Curriculum Institute.

Tindall, G.B., & Shi, D.E. (2003, June). *America: A narrative history* (6th brief ed.) New York: W.W. Norton & Company.